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REPORT

OF THE

COMMISSIONER OF EDUCATION FOR PORTO RICO

TO THE

SECRETARY OF THE INTERIOR, U. S. A.

1901-

1902.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1902.

OFFICE FORCE, DEPARTMENT OF EDUCATION.

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COMMISSIONER OF EDUCATION FOR PORTO RICO.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, November 4, 1902.

SIR: I have the honor to transmit herewith my report on education in Porto Rico during the fiscal year ending June 30, 1902.

This report is prepared in pursuance of section 25 of the organic act; an act of Congress approved April 12, 1900; and in pursuance of section 139 of the Political Code of Porto Rico, approved March 1, 1902, which provides that—

The commissioner of education shall, on or before the first day of October of each year, transmit to the governor a full report of the operations of his department, of all expenditures made therein, together with such statements, facts, and explanations concerning the educational system of the island as he may deem appropriate.

This report is also prepared in response to a request contained in the following letter from the Hon. E. A. Hitchcock, and the statistical matter is presented in conformity with the suggestions therein contained:

DEPARTMENT OF THE INTERIOR,
Washington, July 7, 1902.

SIR: I have the honor to invite your attention to section 25 of the act of Congress approved April 12, 1900 (31 Stats., 77), entitled "An act to provide revenues and a civil government for Porto Rico, and for other purposes," which provides as follows:

"That the commissioner of education shall superintend puplic instruction throughout Porto Rico, and all disbursements on account thereof must be approved by him; and he shall perform such other duties as may be prescribed by law, and make such reports through the governor as may be required by the Commissioner of Education of the United States, which shall annually be transmitted to Congress."

I have to request that you will cause this matter to be brought to the attention of the commissioner of education with request that he will prepare and forward, through you for my consideration, at a date not later than October 1, 1902, a report of the educational matters pertaining to Porto Rico with which he is charged under existing laws.

In addition to such matters as may be embodied by the commissioner of education in his report, it is desirable that he incorporate therein answers to the following questions, which correspond to questions annually propounded by the Bureau of Education of this Department to each State and Territorial superintendent of public instruction in the United St tes, to wit:

1. Number of pupils enrolled on the school register (excluding duplicates or reenrollments):

White—		Colored—		White and colored—		
Males	.....	Males	.....	Males	.....	.....
Females	.....	Females	.....	Females	.....	.....
Total	.....	Total	.....	Total	.....	.....

2. Average daily attendance:
   White ..... --------
   Colored ..... --------
   Total ..... --------
3. Average number of days the public schools were kept ..... --------
4. Number of buildings used as schoolhouses (including buildings rented):
   For white schools ..... --------
   For colored schools ..... --------
   All ..... --------
5. Estimated value of all public-school property ..... $--------
6. Number of pupils enrolled in public high schools or studying high-school branches—i. e., pursuing such studies as algebra, geometry, physics, chemistry, general history, Latin, and modern languages other than English and Spanish (included in answer to question) .. --------
7. Whole number of different teachers enrolled:

White—	Colored—	White and colored—	
Males	Males	Males	--------
Females	Females	Females	--------
Total	Total	Total	--------

8. Average monthly salaries of teachers:

White—	Colored:	White and colored:	
Males	Males	Males	--------
Females	Females	Females	--------
Total	Total	Total	--------
Average of all			--------

9. Receipts for the school year (1901–2):
   From interest of permanent school funds ..... $--------
   From insular taxes (or appropriations) ..... --------
   From local taxes (or appropriations) ..... --------
   From sale of bonds ..... --------
   From all other sources ..... --------
   Total receipts for public moneys ..... --------
10. Expenditures for the school year (1901–2):
   For sites, buildings (including permanent repairs and alterations), furniture, libraries, and apparatus ..... --------
   For salaries of superintendent and teachers ..... --------
   Bonded indebtedness paid ..... --------
   All other expenses ..... --------
   Total expenditures of public school moneys ..... --------

The enumeration of the topics given above is not intended to exclude the presentation of other educational matters which may commend themselves to the commissioner in his report; on the contrary, the fullest information is desired.

It is desirable that the report of the commissioner of education of Porto Rico be submitted to the Department within the time above specified, in order that proper consideration may be given to the important subjects therein requiring attention in the annual report of the Secretary of the Interior to the President.

There is herewith transmitted for the information of the commissioner a copy of the annual report of the commissioner of education of Porto Rico for 1901, together with a copy of the last annual report of the Secretary of the Interior.

Very respectfully,

E. A. HITCHCOCK, *Secretary.*

The GOVERNOR OF PORTO RICO,
San Juan, P. R.

I desire to call attention to the fact that my predecessor's report covering the first year of civil government is dated October 18, 1901, and while the statistical material therein contained is for the most part restricted to figures for the fiscal year ending June 30, 1901, the discussion of educational matters in Porto Rico extends beyond that period. It is brought down to the date at which the report apparently

was signed, namely, October 18, and includes some discussion of the plans for the equipment of schools, the securing of teachers, the training of Porto Rican teachers during the summer, and the opening of the schools at the beginning of the school year on September 30, 1901, and other matters pertinent to part of the fiscal year covered in the present report. I shall follow, in the main, the same plan, and while confining my statistics to the fiscal year ending June 30, 1902, I shall discuss in some measure the various topics herein treated as they have presented themselves during the twelve months from October 1, 1901, to October 1, 1902. I have already had the honor to present to your excellency a report covering part of this period. The school statistics included in that report covered only the first five months of the school year, and many other matters relating to the operations of this Department during the past school year can be much more fully treated at the present time.

At the outset I desire to express my high appreciation of the magnificent work already accomplished by my predecessor, Dr. Martin G. Brumbaugh, of the University of Pennsylvania, who took charge of this department on August 6, 1900, as the first commissioner appointed under the organic act of Congress, and who resigned the commissionership on February 8, 1902, the date on which I assumed charge of the department. It was an enormous task to create out of the chaos in matters of public instruction which the Spanish Government left, and out of the small beginnings in the direction of a public school system made by the military authorities of the United States during the period of military control, a splendid school system for a population of a million people, operating under a comprehensive and practical educational law prepared by the commissioner and enacted by the insular legislature. The creation of an enthusiasm for education on the part of the people which is almost without parallel, the erection of a large number of school buildings, the selection of modern school apparatus and school supplies, the enrollment at the beginning of the last school year of 32,302 children in 780 schools, and last, but not least, the organization of a department of government with an able and efficient office force consisting of 16 faithful employees, is a work which, taken as a whole and considered in the light of the difficulties attending all work of an administrative character in this climate, and so far from the base of supplies and the aid and stimulus which comes from similar or rival efforts in the States, constituted a stupendous task. It is a work which reflects upon Dr. Brumbaugh and upon those who were associated with him in the insular government the greatest credit, and deserves the thanks of the American people. It has placed his name high on the roll of public benefactors in Porto Rico, and it is a public service which the future historian of the United States will not fail to record.

In the brief period of my incumbency I have had frequent occasion to be thankful for the foundations that were laid, few of which have had to be changed in any material respect, as this work goes on and rapidly assumes larger proportions; and I have had equally frequent occasion to be grateful for the earnest support and discriminating advice of the governor of Porto Rico who has never failed to enter into all the plans of this department with the keenest interest in the educational progress and welfare of the people and with the most hearty response to every request for assistance that I have made.

Permit me also to say that the cordial sympathy of the heads of executive departments and the spirit of cooperation that has prevailed in all of our governmental duties have made easy many tasks that would otherwise have been arduous, and the responsiveness of the people generally to that which we have been trying to do in their interest has been such that the most difficult work has not been without its recompense.

I have the honor, sir, to be your obedient servant,

SAMUEL MCCUNE LINDSAY,
Commissioner of Education.

Hon. WILLIAM H. HUNT,
Governor of Porto Rico.

THE SCHOOL SYSTEM.

Upon my arrival in Porto Rico, in February, 1902, I found a good American system of schools of primary, secondary, and grammar grades in every municipality on the island, one high school in San Juan, and a normal school at Rio Piedras for the training of teachers. These schools were in successful operation under a general school law enacted by the insular legislature, whose provisions were for the most part eminently wise and practical, and did not involve too great a departure from the local traditions of the past, but pointed unequivocally in the direction of the best achievements of the American free public school as we know it in the States. The elementary schools can not be compared, of course, in their everyday output of work with the best city schools of the same grade in the States, but the poorest schools here are fully as good, and in some respects better than the poorest of the same grade in very many parts of the United States. When contrasted with the schools which existed under the Spanish régime, which is the fairest means of comparison, and the one naturally employed by the Porto Rican people, the change is simply marvelous. The essential fact is that we have the American free public school in every municipality. The territory of the whole island was divided at that time into 66 legally constituted municipalities, which include urban and rural districts. These are grouped into 16 school districts, to one of which the neighboring islands of Vieques and Culebra are added. At the end of the last school year (June 21, 1901) we had 733 schools open, in which 33,802 pupils were enrolled, with 768 teachers, which was an increase for that year of 20 per cent in the number of schools, 37 per cent in the number of pupils enrolled, and 21.5 per cent in the number of teachers. The scholastic year 1901–2 began on September 30, 1901, with 780 schools open, 32,302 pupils enrolled, and 829 teachers; and the school year closed June 20, 1902, with 874 schools open, 40,993 pupils enrolled, and 923 teachers employed, which, compared with the previous year, shows an increase of 19.2 per cent in the number of schools open, an increase of 21.2 per cent in the number of pupils enrolled, and of 20.2 per cent in the number of teachers employed. These figures do not represent the highest mark reached during the year, because the month of June comes in the rainy season and some rural schools were closed. The months of March, April, and May show a larger number of schools

open and a larger enrollment, reaching as high a figure as 42,187.[a] Nor do the above figures show that the total enrollment from the beginning of the school year, and excluding duplicates or reenrollments, was 59,096, which is the actual number of children in the ordinary public schools at some time during the year. To this number should be added, however, 2,767 pupils enrolled in the high, normal, and special schools, not included in the above statistics,[b] which gives a grand total of 61,863, or 19.2 per cent of the total population of school age, and 6.5 per cent of the total population of the island.

These figures show that under American civil government we have nearly doubled the educational advantages offered free to the masses of the people as compared with the maximum facilities provided by the Spanish Government. A comparison of statistics showing the number of schools open in each municipality of the island at the close of the last calendar year preceding the American occupation and those open during the school year 1901–2, including special schools (night schools, high schools, and kindergartens) is of more than passing interest.

	Open Dec. 31, 1897.	Open May, 1902.	Assigned 1902–3.
Adjuntas	6	12	18
Aguada	7	10	13
Aguadilla	8	21	33
Aguas Buenas	5	6	8
Aibonito	6	10	13
Añasco	7	12	20
Arecibo	11	34	48
Arroyo	3	7	(c)
Barranquitas	4	9	(c)
Barros	5	16	29
Bayamón	10	31	57
Cabo Rojo	7	16	19
Cáguas	9	20	34
Camuy	5	9	34
Carolina	6	13	26
Cayey	8	13	31
Ciales	7	16	18
Cidra	5	8	(c)
Coamo	9	21	27
Comerío	7	13	13
Corozal	5	13	(c)
Dorado	4	6	(c)
Fajardo	15	19	21
Guayama	9	12	41
Guayanilla	5	9	(c)
Gurabo	5	7	(c)
Hatillo	6	11	(c)
Humacao	14	18	22
Isabela	8	13	17
Juana Díaz	13	16	19
Juncos	6	10	(c)
Lajas	6	10	12
Lares	10	14	19
Las Marías	8	8	13
Loíza	7	8	(c)
Manatí	13	18	24
Maricao	4	6	7
Maunabo	4	4	(c)
Mayaguez	37	39	46
Moca	6	8	(c)
Morovis	7	7	10
Naguabo	5	10	11
Naranjito	5	12	(c)
Patillas	6	9	10
Peñuelas	8	8	(c)
Ponce	42	43	86
Quebradillas	4	10	(c)
Rincón	5	6	(c)
Río Grande	10	14	28

[a] See full statistical table in Appendix.
[b] See Table No. 4 of Statistical report in Appendix.
[c] Municipalities which were annexed to other municipalities included in this list July 1, 1902.

	Open Dec. 31. 1897.	Open May, 1902.	Assigned 1902-3.
Río Piedras	5	11	
Sabana Grande	5	12	
Salinas	3	6	(a)
San German	12	21	
San Juan	19	34	
San Sebastian	8	14	
San Lorenzo	5	10	
Santa Isabel	6	5	
Toa Alta	4	9	
Toa Baja	4	8	(a
Trujillo Alto	4	8	(a
Utuado	9	20	
Vega Alta	5	8	(a
Vega Baja	8	10	
Yabucoa	7	8	
Yauco	15	23	
Vieques	7	10	
Total	538	882	1,1
Special schools	1	47	
Grand total	539	929	1,2

a Municipalities which were annexed to other municipalities included in this list July 1, 1902.

The total number of pupils enrolled in Spanish schools December 31, 1897, is reported at 22,265, as compared with 42,070 pupils in American schools on June 20, 1902. This statistical comparison is more than generous to the Spanish schools, because the schools they did have were not entirely free. All pupils able to pay were required to do so and the fees thus received went direct to the teachers as a perquisite and supplement to salary, and we may therefore be sure that all were required to pay who could. The work done under the Spanish school system scarcely constituted anything worthy of being called a school. There was no uniform course of study, no attempt at rules, regulations, or order; no thought of the rights of the child, no endeavor to apply pedagogical principles nor to furnish teachers with an adequate equipment for their work. A rural teacher lived with his family in the schoolhouse and did as he pleased with his pupils, frequently not teaching them at all himself but hiring a substitute or delegating one of the elder and brighter pupils to teach under his general instruction, while he drew his salary and sometimes absented himself from school for considerable periods. There were but two school supervisors for the entire island and they made but one visit a year to each school, chiefly for the purpose of examining the pupils in the catechism and doctrine of the Roman Catholic Church. We now have a graded course of study, which is followed as far as possible by all teachers, even by those teaching in the ungraded rural schools. The best books and supplies the government can get are furnished free, and there are 16 school supervisors who are required to visit each school in their respective districts at least once a month. They confer and correspond with their teachers at more frequent intervals and report in writing to the department several times a week on various questions relating to the schools. Mr. E. C. Hernández, for several years chief clerk of the department of education and formerly secretary of the insular board of education, himself a scholarly investigator of educational questions and an able text-book writer, prepared a comprehensive report on the history of the school system of the island under Spanish rule. It was printed as part of a document entitled Education in Porto Rico, prepared in response to a resolution

of the United States Senate of April 12, 1900 (Fifty-sixth Congress, first session, Senate Doc. No. 363, Washington, 1900), and should be consulted by those who care to carry these comparisons further.

In this connection, however, I can not refrain from quoting from an unpublished letter of recent date from Mr. Enrique Landrón, principal of one of the graded schools of San Juan. Mr. Landrón began his work as teacher in one of the smaller towns under the Spanish régime and has made such rapid progress in American school methods that he has been appointed school supervisor this year in the district containing the schools of the very town where he began to teach. In speaking of the Spanish schools, he says:

All the public schools in Porto Rico under the Spanish Government were divided into four classes—rurals, auxiliaries, elementary, and superiors. Teachers holding rural certificates were generally in charge of rural schools, and teachers holding auxiliary, elementary, and superior certificates were in charge of auxiliary, elementary, and superior schools, respectively. In the auxiliary and rural schools the following subjects were taught: Reading, writing, elements of arithmetic, catechism, and the merest elements of Spanish grammar. These subjects and an elementary outline of Spanish history, agriculture, industry and commerce, sacred history, and elements of geography were taught in the elementary schools, while the superior teachers had to teach all these subjects more extensively and also some elements of geometry, surveying, lineal drawing, physics, and natural history.

In the course of study the teacher was permitted to introduce such changes as he deemed necessary for the interests of the school. There was no grading of the schools. Every teacher classified his pupils according to his own ideas, although generally the pupils in the schools were divided into four classes, which were called "primera, segunda, tercera, y cuarta clase," the first one being the most advanced. Generally the pupils in the first and second classes only were taught by the teacher himself, the other classes being in charge of the most advanced pupils, who acted as assistants to the teacher.

As to the method of teaching, the pupil had to learn by heart the lessons in the text-books. These text-books were written in the old way of questions and answers. The pupil had to learn daily a certain number of questions. At the time of the recitation the teacher would read out the questions to the pupil, who in turn would answer the same ad pedem literae. The pupils had to learn their lessons at home. A few minutes were granted them before the recitation to read over the answers they had to recite that day. The highest mark was given to the pupil who recited the lesson without omitting any of the words. Besides these recitations the teachers were supposed to give some oral explanation in grammar, arithmetic, and catechism. Object lessons were entirely unknown.

As to discipline, if there was any, it was very bad. An unbearable noise was heard continuously in the school. Corporal punishment, abnormal positions, and retention after school were the most common punishments used.

The classes lasted six hours a day, except in the rural schools, where they lasted only five hours. In the month of June, after the examinations, also in the month of December, the schools were closed for fifteen days; also all of Holy Week, and during the year on many other church holidays.

The salaries of the teachers were as follows: Rural teachers, $300 per year; auxiliary teachers, $360 per year; teachers in second-class elementary schools, $540 in San Juan, Ponce, and Mayaguez, and $480 in other towns; teachers in first-class elementary schools, $720 in San Juan, Ponce, and Mayaguez, and $600 in other towns; superior teachers, from $1,200 to $1,000 per year. In the small towns, as Vega Alta, for instance, the school was called a second-class school, and in the large towns, like Bayamón, a first-class school. The teacher in charge of the superior school of San Juan had a salary of $100 per month, while the teacher of Arecibo had only $80 per month. The ayuntamientos were supposed to pay the rent of the schoolhouses and the salaries of teachers. They also were to provide all materials for the schools. The teacher and his family generally lived in the schoolhouse. The school was free only for poor children. Other pupils had to pay a monthly fee to the teacher. In the larger towns the public schools were usually attended only by the poor children; the others attended private schools.

One of the duties of the school board was to supervise the schools. Of the members of the board, the alcalde and the parish priest were the only ones who visited the schools, and at the end of the school year a committee of the board presided at

the general examination. For the purpose of supervising the schools of the island the island was divided into two districts—the northern district and the southern district—and one supervisor was appointed for each district. They had to visit the schools of their respective districts once a year and report on their condition to the comisión provincial.

The teachers obtained their schools through a competitive examination before an examining board appointed by the governor. In this way the teacher obtained his school for life. He was the proprietor of his school, and it could be taken away from him only through special legal proceedings. Teachers were promoted according to the length of public service. At the time of the establishment of the autonomous government the former junta superior de instrucción pública was abolished and in its place a new office, in charge of the secretary of public instruction, was established. In the year 1898 there were 500 public schools in operation in Porto Rico. These schools were attended by some 22,000 children. Coeducation did not exist, as the government thought this to be a very dangerous system.

In fact, it can be said that there was no real organization in the public schools of Porto Rico, every teacher being the ruler of his own school.

To resume the discussion of present conditions, we may summarize the school statistics for the year 1901–2 as follows:

1. Total population of the island (census of 1899)		953,243
2. Total school population (ages 5 to 18)		322,393
3. Number of school districts in the island		16
4. Number of supervisors in the island		16
5. Number of municipalities in the island		66
6. Number of local school boards in the island		66
7. Number of members of each local school board		5
8. Number of schools open at end of year (boys, 71; girls, 29; mixed, 774; night and special schools, 47)		921
9. Average number of schools open each month (excluding night and special schools)		857
10. Average number of schools per district during year		54.5
11. Number of buildings in use for schools at end of year (town, 126; rural, 487)		613
12. Average number of American teachers employed each month		96
13. Average number of teachers employed each month (total)		911
14. Number of teachers employed at end of year:		
White—		
Males	556	
Females	296	
		852
Colored—		
Males	40	
Females	31	
		71
Total—		
Males	596	
Females	327	
		923
15. Average number of teachers per district during year		57
16. Total number of different teachers employed during year (excluding special schools):		
White—		
Males	565	
Females	300	
		865
Colored—		
Males	40	
Females	33	
		73
Total—		
Males	605	
Females	333	
		938
17. Total number of American teachers employed during year:		
Males	31	
Females	71	
		102

18.	Number of pupils enrolled (excluding duplicates or reenrollments), all schools:		
	White—		
	Males	26,669	
	Females	16,711	
			43,380
	Colored—		
	Males	11,265	
	Females	7,218	
			18,483
	Total—		
	Males	37,934	
	Females	23,929	
			61,863
19.	Average number of pupils enrolled each month during the year (excluding special schools)		39,504
20.	Average enrollment per school during year		45.53
21.	Average number of pupils per district during year		2,463
22.	Average total attendance per month per school		698.61
23.	Average daily attendance in the whole island during year (excluding special schools)		30,160
24.	Average daily attendance per school during year		36.36
25.	Average daily attendance per district during year		1,885
26.	Total number of weeks schools were kept during year		36
27.	Average number of days each school kept during year		172.89
28.	Per cent of total population enrolled in all schools		6.5
29.	Per cent of school population enrolled in all schools		19.2
30.	Per cent of enrolled population (excluding special schools) attending daily		79.71
31.	Per cent of school population attending daily		9.4
32.	Per cent of colored pupils in total enrollment		29
33.	Per cent of colored teachers in total number employed		8
34.	Per cent increase in enrollment from year 1900–1901 (excluding special schools)		21.2
35.	Proportion of men in teaching force		64
36.	Estimated value of all insular school buildings		$229,000.00
37.	Average cost of schools per pupil enrolled		$9.42
38.	Average cost of schools per pupil attending		$14.12
39.	Average monthly salary of teachers		$40.36

In the above summary the questions propounded in the letter of the honorable Secretary of the Interior are answered as follows: No. 1, by answer to question 18 above; 2, by 23, except that this average can not be given separately for colored and white, as there are no separate schools (colored and white children attend same school); 3, by 27; 4 is answered in Table 5 of statistical report in Appendix to this report; 5, by 36; 6, in Table 4 of statistical report (Appendix); 7, by 16; 8, by 39, there being no distinction with respect to color or sex, but merely in grade of school taught, affecting amount of salary; and 9 and 10, in the financial report (appendix).

The statistics for the last school year ending June 21, 1901, showed but 3.5 per cent of the total population and 10.5 per cent of the total population of school age enrolled in the schools, while for the year ending June 20, 1902, we have 6.5 per cent of the total population and 19.2 per cent of the school population enrolled, so that there has been a steady gain and substantial progress made in the effort to reduce the appalling percentage of illiteracy in the island. How much still remains to be done is readily seen from a comparison with the statistics for the United States, where the Commissioner of Education at Washington, Dr. Harris, reported for the year ending June 30, 1901, that about 21 per cent of the total population attend some public school supported by the taxes of the State or municipality, and about

2 per cent additional attend some private school, while in Porto Rico only 6.5 per cent of the total population attended some public school at some time during the past school year, and probably considerably less than half of 1 per cent attended any private school. For further statistics see statistical report in Appendix to this report.

SCHOOL BUILDINGS AND EQUIPMENT.

Spain left no legacy of school buildings. One public building, a fine old residence property, given to the municipality of San German by a benevolent citizen, was used for school purposes at the beginning of the American occupation, and is still so used. The United States military government built one frame school building, which was subsequently burned. In November, 1900, the President of the United States made an allotment of $200,000 for school extension, to which amount was subsequently added, by the governor of Porto Rico from the trust funds placed at his disposal by the President of the United States, two allotments, one of $15,000 for general school extension, and one of $35,000 for the erection of an insular normal school. Work on the plans, specifications, and contracts or in the actual erection of the buildings thus provided for was begun by my predecessor. Three 1-room frame buildings for agricultural or rural schools at Carolina, Gurabo, and Las Piedras were already completed before the end of the first fiscal year, June 30, 1901. When I assumed charge of the department in February a statement of this account showed that the insular normal school at Rio Piedras was nearing completion and would be finished within the appropriation of $35,000, including the cost of the ground, about 50 acres, beautifully situated on a hill within 7 miles of the capital. Twenty 1-room frame agricultural or rural schools, including the three above mentioned as completed within the last fiscal year, have been completed and are now occupied. The average cost of construction has been $1,667.67, exclusive of office expenses in preparation of plans and cost of supervision of construction, which would probably add about $100 to the cost of each building. In addition to the above, two 2-room frame graded school buildings have been erected at Penuelas and at Juana Diaz, and another 2-room graded-school building, in brick, at Lares; eight 4-room brick buildings at Humacao, Caguas, Coamo, Aguadilla, Manati, Yauco, San German, and Guayama; one 6-room brick building at Arecibo; and two 10-room graded brick buildings at Mayaguez and Fajardo, making in all 14 school buildings for graded schools, all of them substantial structures, most of them the largest and finest buildings in their respective towns. They are all admirably adapted to school work and have been built from plans and specifications prepared by the department of education, which has supervised the work at every step. For this work the department has had the services of Mr. Charles G. Post, as chief inspector of buildings, and a corps of five able assistants. Three more graded-school buildings located at Bayamon, Cayey, and Aibonito are under contract and nearing completion. The total cost of the 17 graded-school buildings will be about $140,000, exclusive of the cost of land, which is donated in every case by the municipality, and exclusive of the cost of plans and supervision. The total cost of plans and supervision for the first year (January 1, 1901 to January 1, 1902), during which the depart-

INSULAR NORMAL SCHOOL, RIO PIEDRAS.

Built by department of education of Porto Rico. Dedicated May 30, 1902.

ment engaged in the work of school extension, has been about $10,000. From the total allotments made prior to May 1, 1902, for school extension, amounting to $250,000, we have completed one large normal-school building, of which more will be said in the separate section of this report relating to the normal school, and 38 public school buildings, of which all are occupied but three, which will be ready before the opening of the next school year; and we have a balance of about $25,000, with which we will build and equip an industrial school in the city of Ponce during the coming summer, which will make a total of 40 public buildings equipped with modern school furniture, with accommodations for nearly 6,000 pupils, at a cost of $250,000. In view of the high cost of building material, much of which has to be brought from the States, the scarcity of mechanics able to do the grade of work demanded on most of these buildings, and the enormous expense of transporting workmen and materials from the coast to the interior districts of the island, this result could only have been secured by economy and prudent management, and I believe that the people of Porto Rico have got large value from the expenditure for schools of the trust funds so generously donated by the people of the United States.

Recognizing the urgent need for a continuation of this good work of school extension, the governor and heads of executive departments, in whose hands the trust fund allotted by the President of the United States has been placed, consented, upon my recommendation, on April 30 to the use of the further sum of $150,000 for school buildings. Eighty-five thousand dollars was immediately allotted, $21,000 of which is for a model 6-room brick graded school and a 2-story frame principal's residence, as part of the insular normal school at Rio Piedras. Both buildings are now nearing completion. Twenty thousand dollars, or so much thereof as may be necessary, will be used in the construction of 12 agricultural-rural schools in the following places: Comerio, Trujillo Alto, San Lorenzo, Cidra, Florida, Naranjito, Tallaboa, Morovis, Jayuya, Guaraguao, Maricao, and Cialitos; $44,000 will be used for the erection of graded-school buildings on a new plan, by which the municipalities in which graded-school buildings are erected will be required hereafter to give the ground and pay one-half of the cost of the building. The balance of the $150,000 after the $85,000 allotted on or about May 1 is expended will be made available for the erection of graded or rural school buildings in accordance with the plan just mentioned. In recommending this plan I felt that the trust fund would be exhausted long before the most imperative needs for school buildings could be met, unless we could begin to capitalize the "object lessons" of the first school houses erected by the insular government and induce the municipalities to tax themselves for this purpose. I had previously secured the passage of a bill giving the municipalities the right to levy a special school tax not exceeding one-tenth of 1 per cent on all personal and real property, in addition to the regular property tax, to be collected by the treasurer of Porto Rico in the same manner as other taxes, but to be turned over direct to the local school boards to be used exclusively for school purposes. At the same time another law was passed raising the minimum per cent of all taxes, which the municipalities were required to turn over to the school boards for school purposes from 10 to 15 per cent. Thus the school boards should find themselves from now on much better able to cope

with their financial difficulties. The moment seemed opportune, therefore, to suggest that while the insular government might continue to build rural schoolhouses in the poorer and most needy districts, graded-school buildings would be constructed only where the municipality agreed to furnish the ground and pay half the cost of construction. To make it possible for the municipalities to accept this offer in cases where the funds were not immediately available, or to enable them in some cases to distribute over a series of years the burden of their share, the department of education has offered to erect the building as usual and pay the entire cost and allow the municipality to pay its share in monthly installments to be withheld by the treasurer of Porto Rico, in pursuance of the authority of a proper ordinance of the municipal council, from the current monthly disbursements of the treasurer's office to the said municipality. These advancements will be made without interest. The plan has worked well, and several municipalities, within the few months since it was announced, have already passed the necessary resolutions to avail themselves of this offer. The department is about ready to advertise the contract for a 6-room graded school at Rio Grande, which was the first town to accept the new plan. The building will cost probably $10,000, and Rio Grande has agreed to pay $100 a month until the sum of $5,000 is repaid.

SCHOOLHOUSES IN PORTO RICO ERECTED BY DEPARTMENT OF EDUCATION SINCE JANUARY 1, 1901.

I.—*Buildings completed during year ending June 30, 1901.*

1. ONE-ROOM AGRICULTURAL SCHOOLS (FRAME).

	Date of contract.	Total cost.	Date of completion.
Carolina	Feb. 18	$1,650.00	Apr. 6
Gurabo	Mar. 20	1,795.00	Apr. 27
Las Piedras	Apr. 12	1,835.00	May 22

II.—*Buildings completed during year ending June 30, 1902.*

1. ONE-ROOM AGRICULTURAL SCHOOLS (FRAME).

Río Piedras	Feb. 6	$1,600.00	Sept. 21
Toa Alto	Apr. 29	1,690.00	June 10
Río Grande	....do...	1,719.00	Aug. 15
Quebradillas	Apr. 15	1,675.00	July 21
Ponce	May 24	1,750.00	July 19
Bayamón	June 21	1,650.00	Aug. 3
Cabo Rojo	Apr. 25	1,538.17	June 14
Sabana Grande	May 31	1,641.00	Sept. 30
Añasco	....do...	1,590.00	Sept. 14
Arroyo	May 14	1,800.00	Sept. 2
Lajas	Aug. 22	1,683.00	Sept. 30
Utuado	Sept. 10	1,050.00	Mar. 10
Las Marías	....do...	1,770.00	Mar. 13
San Sebastian	July 6	1,720.00	Sept. 28
Juncos	Dec. 31	1,775.00	Mar. 15
Barranquitas	May 1	1,525.00	June 27
Barros (day labor)	.....	1,568.15	June 7

2. TWO-ROOM GRADED SCHOOLS.

Lares (brick)	June 22	$5,700.00	Mar. 31
Juana Díaz (frame)	Nov. 30	3,369.00	Apr. 12
Peñuelas	Oct. 1	3,700.00	Do.

SCHOOLHOUSES IN PORTO RICO ERECTED BY DEPARTMENT OF EDUCATION SINCE JANUARY 1, 1901—continued.

II.—*Buildings completed during year ending June 30, 1902*—Continued.

3. FOUR-ROOM GRADED SCHOOLS (BRICK).

	Date of contract.	Total cost.	Date of completion.
Humacao	Apr. 17	$8,950.00	Oct. 6
Caguas	Mar. 20	8,850.00	July 13
Coamo	Apr. 19	8,408.90	Sept. 14
Aguadilla	Apr. 15	8,283.90	Oct. 1
Manati	July 23	8,350.00	Oct. 20
Yauco	Apr. 15	7,396.70	Sept. 28
San German	Apr. 19	7,383.30	Oct. 30
Guayama	Apr. 23	9,350.00	Sept. 4

4. SIX-ROOM GRADED SCHOOLS (BRICK).

Arecibo	July 12	$9,890.00	Dec. 12

5. TEN-ROOM GRADED SCHOOLS.

Fajardo (stone)	June 29	$16,000.00	June 24
Mayaguez (brick)	....do...	9,500.00	Mar. 3

III.—*Normal school system completed and under contract (stone and brick).*

Normal school building	Aug. 3	$24,545.00	May 30
First road contract, 1,000 feet	Sept. 12	850.00	Do.
Second road contract, 1,200 feet	Nov. 30	1,350.00	Do.
Model School (brick)	Aug. 12	14,817.00	Do.
Principal's house	July 24	4,000.00	

IV.—*Buildings under construction, July 1, 1902.*

Cayey, four-room brick	Dec. 13	$8,150.00	
Aibonito, four-room brick	....do...	8,150.00	
Bayamón, four-room brick	Dec. 17	7,639.80	
Model school—Río Piedras	Aug. 12	14,817.00	
Principal's house	July 24	4,000.00	

V.—*Buildings projected October 1, 1902.*

1. AGRICULTURAL AND RURAL SCHOOLS, FRAME (DELAYED IN SECURING TITLE TO GROUND).

Comerio			
Trujillo Alto			
San Lorenzo			
Cidra			
Florida			
Naranjito			
Morovis			
Jayaya			
Maricao			
Ciales			

2. GRADED BUILDINGS.

Industrial school, Ponce			
One 12-room graded, Ponce			
One 6-room graded, Ponce			
One 6-room graded, Río Grande			
One 4-room graded, San Sebastian			
One 4-room graded, Cabo Rojo			
One 4-room graded, Sabana Grande			
One 4-room graded, Adjuntas			
One 4-room graded, Utuado			

The difficulties under which this work has gone forward so successfully are recounted in the report of the architect of the department in the Appendix to this report.

BOOKS AND SUPPLIES.

All of our schools have been well supplied during the year with necessary text-books, stationery, maps, ink, pens, pencils, and ordinary school supplies. Over $38,000 has been spent for text-books and school supplies, and the further sum of $29,000 for school furniture. Nearly 9,000 new individual school desks have been purchased during the year at a cost of about $3 each put in the school. They have taken the place of miserable board benches and tables at which the children were formerly huddled together without any possibility of maintaining good order and without any regard for health and comfort. Unfortunately this old furniture has had to be used again in most cases to take the place of still worse equipment in rural schools or to serve until better can be secured where there is no school furniture at all. I have visited rural schools within a few miles of the capital where half of the pupils had to sit on the floor around the walls of the room, and on a rough slab-log floor at that, with cracks between each slab of from 1 to 1½ inches. New individual desks create a revolution in the discipline of the school and in the spirit of pride and degree of efficiency with which both teacher and pupil carry on their work. Every school in the island should be equipped with modern furniture as well as with modern books as soon as the necessary public funds will permit. We could use 25,000 desks to good advantage next year. Unfortunately, we shall be able to purchase, with the appropriation for that purpose, not over 6,000.

During the past year no funds have been expended for luxuries or for experiments with untried or unapproved school appliances. We have secured for all the children now in the schools an adequate supply of the best elementary text-books available in the different subjects and of the absolutely necessary maps and charts which constitute the equipment of a well-ordered classroom. We are somewhat restricted in the choice of such supplies by the fact that the work in the rural schools, which constitute over half the schools in the island, is conducted entirely in the Spanish language and the larger part of the work in the remaining schools is also in Spanish. About two-thirds of all of our text-books, therefore, are Spanish books and in many cases Spanish translations of English text-books which are usually inferior to the originals. In the lower grades we have been able to make larger use than ever before of English text-books, and when the time comes that we have teachers able to use English text-books in all the grades we shall have a much larger range of choice in books adapted to our course of study. The children will learn English fast enough to be ready to use English text-books before their teachers in all cases are able to teach either in the English language or from English text-books. Some premium should be placed upon the work of the Porto Rican teacher who is able to do his work in English, and it may be possible in the near future to encourage the Porto Rican teacher to equip himself to do his work in English by the promise of the highest grade of salary only when this result is reached.

COLUMBIA GRADED SCHOOL, FAJARDO.

AMERICAN SCHOOL

TYPES OF SCHOOLS.

The conditions in Porto Rico demand that we should have at least three distinct types or groups of schools if the system of public education is intended to meet, with any degree of completeness, the educational needs of the island.

The first type or group of schools is that designed for purposes of general education. The object of these schools is to reduce the amount of illiteracy and to give every possible encouragement to the development of the intellectual powers of the children of all grades of attainment as they are brought together in the rural schools, where a single teacher must conduct several classes in the same subjects, varying greatly according to the attainments and ages of the pupils, and to do the same thing under somewhat more favorable conditions in the town and city schools, where the number of pupils permits of more exact grading and of the assignment of different grades to the special teachers. This work can be carried out just as far as the public desires to maintain it as a part of the public-school system. It may take pupils from the graded schools to a high-school course, into the college, and through the college to the university. We have now provided for a course of study running through eight years of graded work, the final examinations in which will admit to any high school in Porto Rico, and the legislature has provided for the establishment of four high schools, well distributed geographically, located at San Juan, Mayaguez, Ponce, and Fajardo, in which the work of these pupils can be carried on to the point at which they will be ready for admission to the average American college. One of these high schools, namely, that at San Juan, has been in operation for two years, and one more has just begun its first year of work in Ponce. Two years hence we shall have pupils enough ready for this work to maintain a complete four-year high-school course at San Juan and a two-year course at Ponce, and to have at least the first year of high-school work in successful operation at Mayagues and Fajardo. In time there will be enough pupils prepared in our own schools ready for college, in addition to a number of young persons in Porto Rico who have secured their preparation elsewhere, who will be ready for college, to justify the establishment of a college academic course. The literary ambitions of the people are marked, and the demand for the establishment of an institution of college grade, which in time would lead to the development of a great Antillean university as a part of the public-school system of Porto Rico, is likely to increase as the years go on. We should not be blind to the development of the distant future while absorbed in the more pressing demands of the immediate present. While for many years to come the needs of the great masses for the most elementary forms of education will be so great as to preclude the judicious expenditure of public money for the vastly more costly types of higher education, open necessarily only to the few, the suggestion which has frequently been made looking to the establishment of a Porto Rican college or university is one that should be encouraged and for which plans should be made years in advance. The position of Porto Rico in its geographical and political relations to the islands about it, and in its geographical and commercial relations with the whole of Spanish-speaking South America, is a factor to which the governor of Porto Rico called attention so pertinently and so

favorably in his recent address at the dedication of the Insular Normal School. Institutions of higher learning, which would draw to Porto Rico students from all the South American Spanish-speaking countries and enable them to receive their professional as well as their cultural training for positions of large usefulness in public life in an American university located in a country where we have as a living experiment the results of the contact of Anglo-Saxon and Latin races, of American and Spanish institutions, and of the assimilation of the best in both, would constitute a powerful and potent influence in the extension of American principles and ideals.

The second type should be a school especially designed to meet the needs of the rural and agricultural population of the island. It should begin with the agricultural-rural schools furnishing instruction in the elementary branches of a general education, but not designed to start the pupils on a course which in its highest development would lead into the ordinary college or university, but rather on a course which would lead to the agricultural and mechanical college providing the training in practical and applied science. We have already begun with the agricultural-rural school, and this must be strengthened and guided by a special department in our insular normal school, which will provide specially trained teachers for the agricultural-rural schools and, perhaps, also advanced training for those pupils who are able to continue their studies beyond the point to which the agricultural-rural school can carry them. The agricultural schools and the agricultural and mechanical department of the insular normal school would work in the closest harmony with the agricultural experiment station established, or about to be established, by the Federal Government.

The third style of school is the industrial and trade school, for the introduction of which we have just made provision. These schools are being established in the larger cities, and will have every equipment to give a good elementary education and a special training or preparation for one of a half dozen or more important trades.

The work of all three types of schools would naturally develop into a harmonious system in which there would be an interplay of activity and influence between the three divisions of work just outlined. The industrial and mechanical schools would encourage and foster the introduction of manual training in the ordinary day school, and the work of the agricultural-rural schools would naturally encourage nature study and other useful and neglected forms of general education in the regular day school, while the day school and the high school should maintain and foster in both the agricultural and industrial schools a high standard of general education and culture.

In addition to these three types of schools there is in our educational system to-day, and there will ever be need for, a fourth group of special schools designed to meet special needs. Thus at present we are maintaining night schools, schools for the training of nurses, and a school of drawing and painting. Perhaps a brief discussion of these different types and classes of schools as they exist in Porto Rico to-day may not be inappropriate in this connection.

RURAL SCHOOLS.

Out of 874 schools open at the end of the school year 482, or over 55 per cent, were rural schools. These are taught almost exclusively

by Porto Rican teachers and the work done in the Spanish language. They are ungraded schools. The teacher forms as many classes within the school as the needs and ages of the pupils demand, and while one class is reciting its lessons the other pupils are studying or doing written work under the general direction of the teacher. The teacher has a regular programme, devoting so many minutes each day to the several subjects assigned in the course of study. These schools have improved greatly during the past year. The effect of the training on teachers in the summer normal school of the previous year is very marked, and the interest of the teachers, who are the poorest paid and those with the fewest opportunities in the whole corps of public-school teachers, in self-improvement, led us to arrange for an eight weeks' summer course for their special benefit, which began on the 7th of July at the Insular Normal School. Our accommodations were taxed to the utmost to provide for those desiring to take this course. Considering the sacrifice that many of these teachers had to make to attend this course, paying their own expenses for travel to and from San Juan, paying their living expenses during the eight weeks they remained there, and devoting nearly all their attention to hard study which required at least six hours of class-room work per day, we should certainly be gratified to know that over half of all our rural teachers eagerly improved this opportunity and imposed upon themselves these burdens in order that they might be better prepared to adapt themselves to the needs of our American public-school system. With generous provision for school supervision, which will enable the school supervisor next year to devote more time to the rural schools in his district, to visit them more frequently, and to give more encouragement and direction to the work of each teacher, our rural schools are sure to make creditable progress.

AGRICULTURAL-RURAL SCHOOLS.

The agricultural-rural school is organized on the same general lines as the rural school, only that it has at least one acre of land around the school building available for purposes of practical cultivation, and it was the intention of the department, when these schools were first opened, that only the morning hours should be devoted to class-room work and include the elementary branches of reading, writing, and arithmetic, and that the afternoon hours should be devoted, under the direction of a teacher specially qualified as a practical farmer and scientific agriculturist, to the actual cultivation of the soil and the raising of the ordinary vegetables and farm products and to experimentation in the scientific cultivation of plants in which the agricultural community in the neighborhood of the school might be interested. It was the intention that this work should be done by the pupils themselves, and the results have value not merely as an object lesson to the community, but also in the intellectual development of the pupils and in their preparation for their future careers. Unfortunately, the department of education, at the time these schools were established, was so much occupied with the imperative needs of the other schools that my predecessor very properly gave the major part of his attention to providing for the greater number of pupils by planning for the successful operation of the ordinary day school. The result was that the agricultural rural school was not thoroughly equipped.

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The teachers, in some cases, were not qualified for such work under the peculiar conditions existing in Porto Rico. Some of them were practical agriculturists under American conditions prevailing in the States, but did not realize how different were the conditions in the Tropics, and were not sufficiently well equipped in the Spanish language to work with those in the rural districts who knew little or no English. The schools were not properly equipped with tools and apparatus. The ground, in many cases, was not properly fenced or protected from the trespass of men and animals, and the general result was that little was being done outside of the schoolroom work in these agricultural schools when I assumed charge of the department. A few of them I changed over at once into rural schools of the ordinary type and gave up the attempt to carry on their agricultural features. This caused some disappointment in the several communities where this work had been looked forward to with much interest. I then secured the services of Mr. F. M. Pennock, formerly connected with the American Fruit Company at Rio Piedras, and himself a scientific agriculturist of large experience, both in the States and in the Tropics. His work in Jamaica and in Porto Rico for a period of several years has won for him the respect of the people, and his knowledge of local conditions and of the language enables him to enlist the interest and support of those most actively identified with the agricultural interests of the island. I had Mr. Pennock visit each of the 19 schools in which we had at some time or other attempted to do agricultural work, or in which we were planning to introduce this work. Twelve such schools were in actual operation at the time of his visit, and his detailed reports cover all 19 schools, including some that had been changed over into regular schools of the rural type, and also some that were not yet ready for occupancy as agricultural schools.

Mr. Pennock was instructed to examine each school with a view to reporting upon the location of the school, the character of the soil, the demand for agricultural work in the community, the equipment in tools, and the practical work of the teacher. He was also asked on the basis of the data thus secured to prepare a general plan for the better guidance and direction of this work on a uniform basis by a department to be established in the normal school at the opening of the next school year. Mr. Pennock went with the necessary letters of introduction and conferred with the teachers in each of the schools and with the school supervisor of the district, with the local board and with the citizens interested in the cultivation of the soil in the immediate vicinity of the school. In his general report on the results of his investigation, Mr. Pennock says:

> If the representative citizens can not be brought to appreciate the far-reaching importance of this departure from old school methods, and if the local boards do not cooperate with the department of education in developing the agricultural type of school, even good teachers will fail to secure the best results. * * *
>
> To gauge and foster this sentiment, after a full explanation with the school supervisor, to secure his assistance, we conferred with such members of the school board and such prominent citizens as we could meet in a hurried visit. * * *
>
> In these talks the backwardness of our agriculture—except in the matter of cultivating sugar cane—was brought out; and the opportunity, through these proposed agricultural schools, to gradually diversify our farming and add valuable export crops by spreading among the children a knowledge of the use of modern methods of cultivation and of improved implements, and of how plants grow, and how simple experiments may be profitably conducted.
>
> To speak of the tobacco crop, as one which might receive the painstaking care of an agricultural school-teacher was sure to excite particular interest. Tobacco is now

the most profitable crop within the reach of the poor man and the man of moderate means and promises immediate cash returns. If the department would only secure some choice seed and the best literature on cultivating, curing, and preparing tobacco here would be something that would help them all, young as well as old. Improvements in the handling of this plant would, it was thought by many school patrons, secure a deep interest in any school taking the matter up in earnest.

In the same connection I brought out as best I could the important work for the neighborhood, which the school should accomplish, in throwing light on orange and pineapple growing and upon the cultivation of improved garden vegetables.

The age of the pupils runs low in all the agricultural schools so far. The average is about 12 years. In some cases teachers told me that they had had some larger boys in the school, but that on account of the poverty of the families and the fact that it was the busy season of spring planting they had been obliged to stop coming.

It is evident that this work, in its beginnings, must be quite elementary and adapted to the comprehension and to the physical strength of the younger pupils.

Most of the agricultural schools have girls among the pupils. I did not observe or hear of any objection to the plan, which seemed to work smoothly.

The girls generally worked in the field, where any work was in progress, but at the less laborious operations.

The department has carefully planned to put this work upon a substantial basis for the next school year, and a model agricultural school will be conducted at the Insular Normal School. A brief summer conference for the teachers in the agricultural schools was held under Mr. Pennock's direction at the normal school in September. The following programme was followed with enthusiasm and excellent results by a regular class of 20, to which were admitted visitors at every session:

Programme of a brief course in agriculture for the teachers in agricultural schools, to be given at the Insular Normal School, Rio Piedras, September 4 to 21, including a three-day conference Septemher 18 to 20.—Daily class-room work from September 4 to 18, inclusive.

8.30 to 9.30 a. m.—Mr. Pennock. Text-book: Dr. Nicholls's Tropical Agriculture (in Spanish).

9.30 to 10.30 a. m.—Mr. Pennock. Text book: Dr. Nicholls's Tropical Agriculture (in English).

10.30 to 11.15 a. m.—Mr. Smith: Physical training.

2 to 3 p. m.—Mr. Pennock: English conversation and scientific reading.

3 to 4 p. m.—Mr. Pennock: Methods in field practice and nature study; review of the field work of the preceding day.

4 to 5.30 p. m.—Mr. Pennock: Field work; garden practice and nature study.

Programme of agricultural conferences of the summer course in agriculture, given at the Insular Normal School, Rio Piedras, September 18 to 20, 1902.

THURSDAY, SEPTEMBER 18.

10 a. m.—The Agricultural School in Porto Rico: F. M. Pennock, 20 minutes; discussion, 10 minutes.

The Relation of Physics to Agriculture: Dr. Rosell, 30 minutes; discussion, 10 minutes.

The Relation of Chemistry to Agriculture: Prof. José Janer, 30 minutes; discussion, 10 minutes.

2 p. m.—Influence of Garden Training on the Pupil: E. N. Clopper, 15 minutes; discusion, 25 minutes.

Nature Study and its Influence on the Pupil: E. F. Curt, 15 minutes; discussion, 25 minutes.

Possible Developments from the Agricultural School: J. C. Huff, 15 minutes; discussion, 25 minutes.

8 p. m.—The Relation of Botany to Agriculture: Ramón Sautine, 20 minutes; discussion, 20 minutes.

Preparation and Cultivation of the Soil. Tools and Machinery: E. F. Curt, 20 minutes; discussion, 20 minutes.

Selected students' themes upon subjects studied.

FRIDAY, SEPTEMBER 19.

10 a. m.—Tropical Crops and their Arrangement in a School Garden: F. Fourcaud, 20 minutes; discussion, 20 minutes.
The Cultivation of Pineapples in Porto Rico: Treated by two students, 10 minutes each; discussion, 10 minutes.
The Cultivation of the Orange: Treated by two students, 10 minutes each; discussion, 10 minutes.
Porto Rican Exports: J. E. Magee, 20 minutes; discussion, 20 minutes.
2 p. m.—Physical Exercise in the Public School: Mr. Smith, 20 minutes; discussion, 10 minutes.
Draining and Irrigation with Reference to Porto Rico: E. N. Clopper, 20 minutes; discussion, 20 minutes.
The Cultivation of Tobacco in Porto Rico: Two student papers, 10 minutes each; discussion, 20 minutes.
8 p. m.—Field Practice, Fertilization, and Experiments in the School Garden: J. C. Huff, 20 minutes; discussion, 20 minutes. Four student papers, 10 minutes each for discussion.

SATURDAY, SEPTEMBER 20.

8 a. m.—Domestic Animals in Porto Rico: Discussion.
Methods of Instruction in the School Garden: F. M. Pennock, 15 minutes; discussion, 15 minutes. A student paper, 10 minutes for discussion.
2 p. m.—How to Create Local Interest in Agricultural School Work: Opened by F. M. Pennock. All teachers and students to be called upon.

An ample supply of the best seeds and tools has been purchased for the agricultural schools, which were notified when the tools were ready for distribution that they must make the necessary preparations for their care and use. The following letter was sent to the teachers and to the school boards:

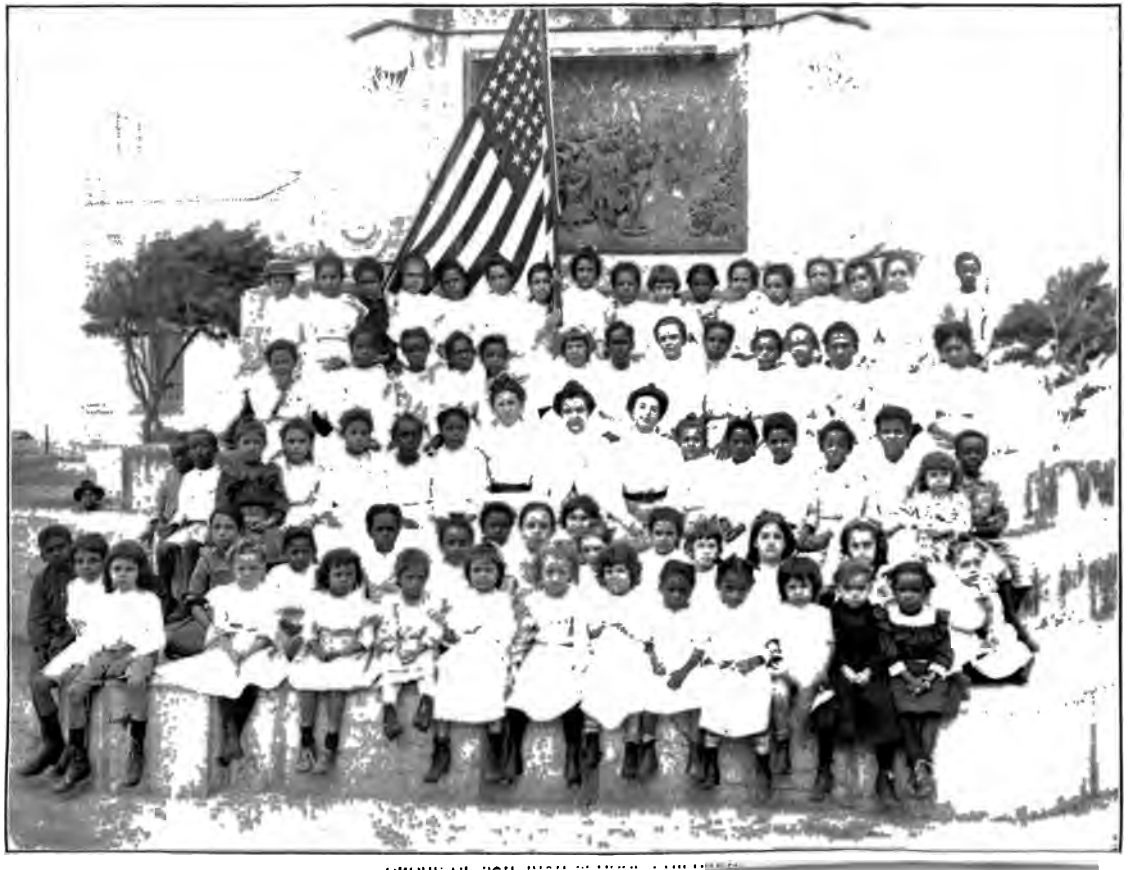
TOOLS FOR USE OF AGRICULTURAL SCHOOLS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 5, 1902.

The department will soon have in stock a supply of the following tools, which will be furnished to agricultural schools when needed, and when proper provision has been made for the housing and care of same: Single wheel hoes, galvanized watering pots, steel spades, 8-tooth cast-steel rakes, 10-tooth cast-steel rakes, steel trowels, ax mattocks, pick mattocks, 5-inch ladies' field hoes; 6-inch field hoes, socket handles; American grass hooks, hand crosscut saws, claw hatchets, burning brands, letters "A. S.;" bush scythes, bush scythe snaths, scythe stones, 50-foot tape lines, horse hoes, 12-inch sweeps for horse hoes, 15-inch furrowers for horse hoes, Warren hoes.

S. M. LINDSAY,
Commissioner.

The schools have started this year with a new impulse, with an awakened interest from the communities in which they are located, and with larger promise of results. I desire to call special attention to the three reports printed in the Appendix which have been prepared at my request by Mr. Pennock after a personal inspection of all the schools. They give a fair view of existing conditions and of what could be done if we had more means at our disposal. I would urge Congress to take some action in this matter and, in addition to the splendid work now being done for the agriculturists of the island by the Porto Rican Experiment Station of the United States Department of Agriculture, to extend if possible the Morrow Law to Porto Rico and give us the financial support for an agricultural college and training school as a coordinate department of the Insular Normal School at Rio Piedras. We have 50 acres of the best located land and many other facilities for making an agricultural college a useful and successful institution for Porto Rico.



THE GRADED SCHOOLS AND THE HIGH AND GRADED SCHOOLS.

From the statistical report it will be seen that we had at the close of the school year 351 graded schools open. Most of these are taught by Porto Rican teachers and are located in the larger towns, where three and four grades are usually grouped together in one building. Instruction in English is given in each of these schools by an American teacher, and one such teacher is assigned for service in three or four graded schools. Thus we had 102 American teachers teaching English in these graded schools in the afternoon hours, and devoting the morning hours to general instruction, for the most part in English, with the smaller children in the lower grades. In this way, it is thought, in a few years, as these younger children advance to the higher grades, all of the children in the graded schools will be prepared to use English text-books and to receive instructions in English, provided the native teachers can be prepared in the same time to give the instruction in English in all subjects. In this way alone will it be possible for the children of Porto Rico to acquire a working knowledge of the English language. There is no intention to rob them of the use of the Spanish language or in any way to displace that language. If, in addition to the best they have now, we can give them a practical working knowledge of English, they will have in their possession a tool of inestimable value in their future work in life, whatever that may be. The graded schools are doing excellent work, and while only a few hundred pupils have as yet advanced beyond the sixth grade, there were at the end of the last school year, in all, probably a thousand pupils ready to pursue work in the seventh and eighth grades of the course of study during the next school year, and we now have about 100 pupils who have completed the eighth grade and are ready for or are taking high school work. For these provision has been made in the high school at San Juan, in addition to which we opened the first year of a high school course in the city of Ponce. In San Juan we have divided the high school course into a Spanish high school and an English high school, giving two parallel courses conducted in the Spanish and English languages, respectively. In the so-called American school at Ponce we have a graded school with all eight grades of work given in the English language, and the graduates of this school are able to pursue their high school studies in an English high school, so that the plan now in operation in San Juan has been followed in Ponce, and two parallel high school courses will be provided—one given in English and the other in Spanish. These high school courses in San Juan and Ponce are open to pupils from all parts of the island, and in another year, when the additional high school courses are opened in Mayaguez and Fajardo, we shall have in these four high schools ample provision for the higher education of the high school grade for all pupils throughout the island who have successfully pursued their studies in the graded schools and are able to continue their studies in the high school. Additional facilities in the way of buildings and special teachers for this work will be needed another year, and will add materially to the demands made upon our educational budget. The results obtained in the past two years in the high and graded school in San Juan amply justify the continuance and the expansion of this department of our work. The report of the principal of the San Juan high

and graded school for the current year is given in the Appendix, and the revised course of study will be found on another page of this report.

INDUSTRIAL SCHOOLS.

There is no more important forward step in the educational work in Porto Rico than the recent attempt to establish industrial and training schools. The last legislature passed an act in which it authorized the commissioner of education to—

> Establish, construct, and equip and maintain with any funds allotted or appropriated to the use of the department of education in Porto Rico, and not required for other purposes, at least three industrial or manual-training schools for the education of the youth of Porto Rico.

The law further provides that—

> Said schools shall be designed and equipped to afford a practical education for the pupils, both male and female, who shall be received therein in some occupation or trade of a mechanical or industrial character. Competent teachers who shall be practical mechanics, artisans, thoroughly equipped by education to instruct the pupils of said schools in such mechanical or industrial branches as shall be taught in said schools shall be from time to time employed by the commissioner of education as the needs and necessities of said schools and the means at his disposal for said purpose shall require and permit.

The law then specifies that the schools shall be located in the cities of San Juan, Ponce, and Mayaguez, respectively, and gives the commissioner full power to promulgate the course of study and to maintain the schools as a part of the general educational system of Porto Rico; and also to provide such rules and regulations as he may deem proper for the admission of boys and girls to these courses. No specific appropriation was made to carry out the intent of this law, but in pursuance of its provisions the unused balance from the regular appropriation for the department of education, which at the close of the last fiscal year would have lapsed into the treasury, was made available, and this amounted to the sum of $40,521.33. From the school-extension fund there has been set aside $25,000 in addition for the erection of a suitable industrial-school building in the city of Ponce, and that building is now under contract and will be completed during the present school year. In San Juan a large office building, formerly used by the French Railroad Company for its offices, has been rented for the period of one year, subject to renewal, and the San Juan industrial school was opened in this building on Monday, October 27. In the city of Mayaguez a building formerly used as a warehouse has been rented and is now being remodeled in order to provide suitable quarters for an industrial school there. The following course of study has been prescribed for the first year in the industrial school. It is in the nature of preparatory work in view of the fact that more applicants did not possess the necessary elementary education to be admitted to shopwork. Furthermore, it has been found necessary to begin with pupils at the age of 14, although in the San Juan school of the 59 pupils admitted during the first week the ages range from 14 to 20. Few, however, were much beyond the average of 14 in intellectual development.

OUTLINE FOR COURSE OF STUDY IN INDUSTRIAL SCHOOLS.

FIRST YEAR.

I. Language. (Ten periods per week.)

Reading and writing Spanish and English. Dictation and composition of business forms and letters in both languages. Exercises in English, with special practice in *conversation.* Elementary Spanish and English grammar.

II. Mathematics. (Five periods per week.)

Arithmetic: Review as rapidly as possible the fundamental operations and processes. Teach thoroughly common and decimal fractions, giving ample opportunity for practical exercises on the fundamental processes. Thorough drill, with practical problems in English and metric systems of weights and measures. Elementary business accounts; methods of rendering bills, keeping records, and making payments.

Mensuration: Plane figures and surface measurement of cube, prism, and square pyramid.

III. Science. (Five periods per week.)

Geography: (*a*) Physical and political geography of North America, West Indies, Central and South America. (*b*) Elementary commercial and industrial geography of United States and West Indies, paying special attention to crops, products, manufactures, sources of raw material, and routes of trade and travel.

IV. History. (Three periods per week.)

(*a*) Reading: Stories of exploration and discovery in North and South America and the West Indies. (*b*) Study: Early colonial life in United States and Porto Rico, touching upon the relations of the Indians with the Europeans, and the struggles for occupation.

V. Drawing. (Ten periods per week.)

(*a*) Free-hand drawing from geometric objects, simple plants, and fruits. (*b*) Mechanical drawing, with attention to scale, accuracy, and neatness of execution. Floor plans: Models for tools and machinery.

VI. Hand work. (*a*) Sloyd—for boys. (Five periods per week.) Use of tools in wookworking. Construction of simple models, teaching and requiring accuracy of hand and eye. Construction of articles of household use, brackets, frames, and light furniture.

(*b*) Cooking—for girls. (Three periods per week.) Preparation of common articles of food, with special attention to dietetic and hygenic principles. Methods of cooking meats, vegetables, etc., and dishes usually eaten in Porto Rican homes.

(*c*) Sewing—for girls. (Three periods per week.) Work in cutting from patterns, fitting, basting and sewing, buttonhole making, etc.

(*d*) Needlework—for girls. (Two periods per week.) Drawn work and lace making, knitting, darning, embroidery, etc.

The plans for the subsequent years contemplate the establishment of a carpenter shop, a plumbing shop, a printing shop, a tailor shop, a shoe shop, a harness shop, and more elaborate training for girls in cooking, dressmaking, basketry, and sewing. The equipment for these shops will be obtained between now and the 1st of next October, and with the beginning of the second year all of the students will be required to enter one of these shops, devoting the bulk of each day to work in the shop he chooses, and one or two hours each day to classroom work in general studies.

The wish of every man and woman, no matter how highly educated, to have some means of earning a livelihood and to be thorough master of some trade, has become apparent in all countries, and Porto Rican boys and girls must not be left without some help in this direction. These schools will help to establish trades and industries on the island for the making of things which are now imported, but which could be just as well made here, thus giving employment to home labor and new incentive to home skill. It will not be possible for these industrial schools to turn out full-fledged mechanics, but it is intended to keep them on a practical basis and to enable boys and girls who have had three or four years' training in one of these schools to go out with a modicum of general education and with a new and higher training for industrial work, and with a knowledge and experience which will enable the pupil to enter a business house or trade shop prepared to become an efficient independent worker in a very much shorter period of time than the average apprentice.

Trades which will be taught in the new industrial and trade schools will be selected, after careful conference with representative business

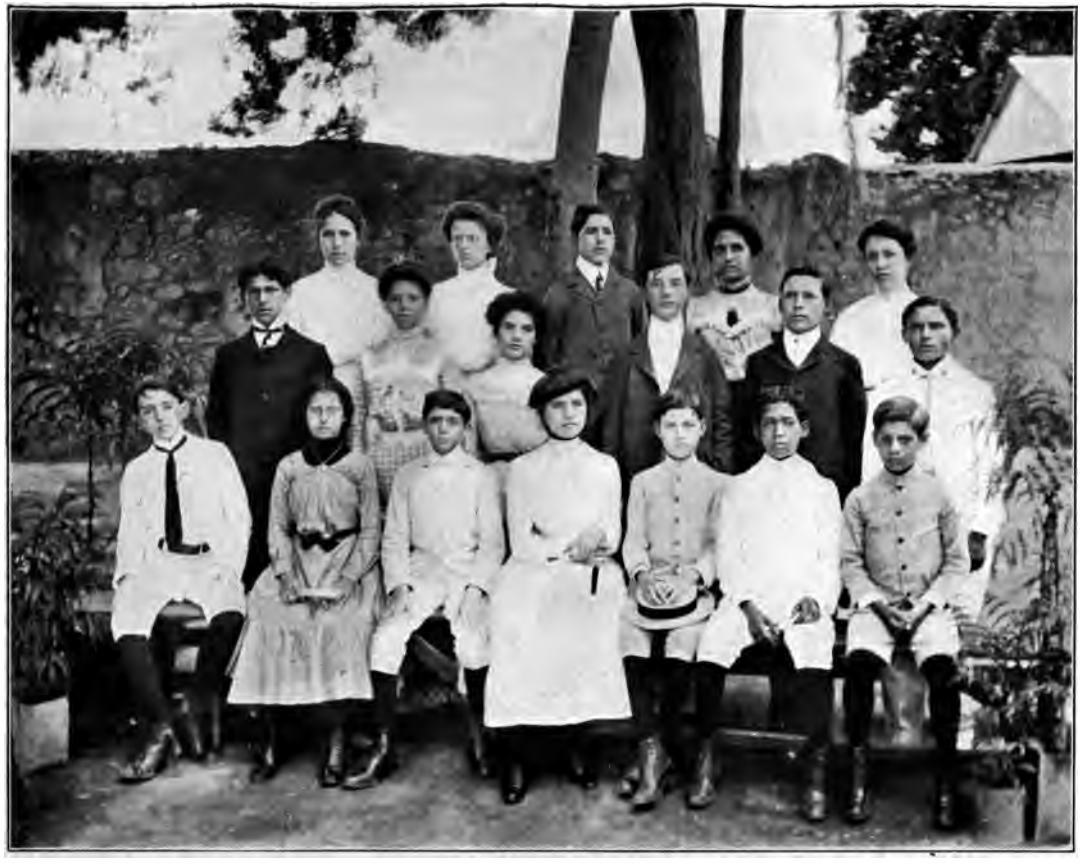
men of the island, with a view to selecting those for which the people are adapted and in which there is immediate demand for skilled labor at the present time in Porto Rico. This is especially true of plumbing, harness making, hat and straw weaving, printing, and certain forms of cabinet and wood work. To these can be added from time to time, as funds and equipment of the schools will permit, training in other branches of industrial activity. The aim will be to make the work simple and practical, and to combine with mechanical work instruction in the most elementary subjects now taught in the public schools as the basis of a good general education.

SPECIAL SCHOOLS.

In addition to the rural, agricultural, graded, and high schools we have already in successful operation a number of special schools. First in importance are the night schools, for which ample provision has been made in the school law. Two thousand seven hundred and sixty-seven pupils have been enrolled in the night schools during the past school year, with 64.7 per cent of the pupils in actual attendance during the year, which is a remarkable showing when we consider the fact that most of these are persons of adult years occupied at hard work during the day and making many sacrifices to attend school in the evening. Within the past few weeks we have made some modifications in the course of the night schools with a view to making them as practical as possible. The plan is to give the best instruction in these schools in the most elementary and practical subjects. Arithmetic, language work in both English and Spanish, writing, and a little elementary instruction in geography and history comprises the course. In San Juan, Ponce, and Mayaguez we have begun the experiment of offering to those who have made satisfactory progress in the subjects just mentioned the privilege of entering a special class of typewriting, stenography, and bookkeeping, for which there is considerable demand. The recent action of the cigar makers' union in demanding of its members the ability to read and write has brought applications for many more persons employed during the day for admission to the night schools, in order that they may learn to read and write; and we have in most of our night schools a waiting list of those anxious to enter as soon as there is room for them.

We opened one night school recently in Ponce, notice being given at 2 p. m. that pupils would be matriculated at 8 p. m. the same day. At that hour, on only six hours' notice, 172 pupils presented themselves. The building would hold no more, and as many more persons were left standing in the street unable to gain admission to the building. We could take only 108 of the 172 who managed to enter the rooms where pupils were examined.

Of the other special schools, the work of the kindergartens has perhaps aroused the greatest enthusiasm in the community. While the resources at the command of the department are not sufficient, and perhaps the time is not ripe to introduce the regular kindergarten in connection with all of our graded schools, the experimental kindergartens that have been established in San Juan and Ponce are doing a splendid work and are developing an interest among parents in the welfare of the smaller children, showing them the value of early systematic training. These classes constitute a splendid object lesson and



PUPILS OF AMERICAN SCHOOL IN PONCE—FIRST GRADUATING CLASS (JUNE, 1902), AMERICAN PUBLIC SCHOOLS OF PORTO RICO.

have already had a wholsome effect in enlisting greater interest and cooperation of adults in the work of their children in all of our schools.

At the last session of the legislature a law provided for the establishment of three schools for trained nurses. One such school had already been established in San Juan, where a class of young women, willing to devote themselves to the profession of trained nurses, is being trained under the direction of an American trained nurse, who is a graduate of one of the best schools in Boston. The work has just been begun and is somewhat handicapped by the lack of proper hospital facilities, which will be supplied as soon as the new city hospital in San Juan is ready for occupancy. Through the cooperation of the Maternity Hospital of San Juan arrangements have been made whereby this training class may work in connection with the officers of that institution. The course of instruction consists of not less than three hours' study each day, one hour of which is used in giving practical instruction in the treatment and care of the sick, with a review each day of the previous day's lesson. The remaining two hours each day are devoted to the teaching by observation in the different hospitals of the city of the symptoms in medical and surgical patients. Twelve patients are enrolled in the class, ranging in age from 16 to 30 years. Rules and plans for a more systematic course of instruction are now being worked out, and as soon as the services of two more professional trained nurses can be secured similar classes will be established in connection with the hospitals of Mayaguez and Ponce. We shall then have in the three largest cities opportunities for Porto Rican young women of sound physical health, earnestness of purpose, and ambition to fit themselves for a career of honorable and much-needed public service.

SCHOOL SUPERVISION.

Next to a good teacher comes a good supervisor, in the scale of relative values, in any school system. We have suffered in Porto Rico from the effects of poor supervision in the initial stages of our school work. Many of the supervisors appointed by the military government were men scarcely fitted for the work in its largest and best sense. They were good detectives and looked upon their function chiefly as that of a spy. This aroused hostility among the Porto Rican teachers and created an unfavorable public sentiment. Furthermore, some of our men, while forceful and vigorous in action, as they must needs be in a country like this, have been men not only of little educational experience, but also men possessing very little education themselves. Happily, for the most part that has been changed. We have now a fairly good corps of supervisors; a few exceptionally strong men who understand the language, know the habits and customs of the people, are familiar with the needs and possibilities of the island, are tactful, firm, generous, and inspiring, and who know what a good school is and how to make a good school out of a poor one. We need, however, more men of this type; men of culture, of good physique, able to stand the hardships of travel in all kinds of weather and over the roughest mountainous districts. They must also be men who have had experience in educational work and who have a definite educational outlook. For such there is a great future in Porto Rico and great possibilities for useful service. They can soon become the leading citizens of their respective communities, honored and

respected by all, and with a field of work opening before them such as few young men can find in the States. During the past school year one general field supervisor and 16 district supervisors, with 3 assistants, have conducted the work of representing the Commissioner of Education in the field and of looking after the detail of school administration. The last session of the legislature created 4 additional supervisorships, and as now organized we have 19 districts, each with a supervisor, 1 general field supervisor, 1 statistical supervisor, and 1 assistant. During the past year in two or three districts the supervisior had from 70 to 100 schools to look after and a large territory to cover. In other districts, where the number of schools was not so great, the territory to be covered was greater and the difficulties of communication at times almost insurmountable. The work of the supervisor is hard at best. He must be almost constantly in the saddle and must not be daunted by any kind of weather or by impassable roads and swollen streams. When he does his work well, he necessarily makes some enemies, and he is ofttimes the target for criticism and unjust complaint. Considering all the difficulties of the position and the poor pay compared with the incomes of well-qualified superintendents in the States, also the physical discomforts and hardships that they have had to endure, our corps of school supervisors has been remarkably efficient and its work for the most part is as well done as could have been expected. Under existing conditions the salary has been increased to $1,200 per annum, with an allowance for actual traveling expenses not to exceed $650 additional per annum. With the increase in the number of districts this year, more intensive and satisfactory school supervision can be carried on. The number of districts should be still further increased, thereby reducing the number of schools per supervisor and the extent of territory which each is expected to cover. In this climate, and with all the difficulties of inaugurating a new school system, certainly no greater work should be expected than is expected of supervisors in the State of Massachusetts, where by law not less than 30 nor more than 50 schools is assigned to any supervisor working in a rural community.

The supervisor in the field gets a close-range view of educational matters, and his impressions have a peculiar value in judging all educational progress. I have therefore appended to this report the 16 reports of the district supervisors, and I commend their perusal to those who care to make any close study of our educational work. They vary considerably in the tone and spirit in which they comment upon the educational tendencies of their respective districts. Some are more enthusiastic and hopeful than others. Thus, Messrs. Hill, Sawyer, and Wood, in districts 3, 5, and 16, respectively, present the brighter and more hopeful side of our work. Mr. Miller, in district 10, presents a moderately enthusiastic and also critical view of educational progress in that district, while Mr. Armstrong, formerly of district 1, presents more clearly the obstacles that lie in our pathway. All of these views are probably substantiated by the facts in every single district. It is a question rather of where the emphasis has been laid in the supervisor's report, and one who desires to get a close insight into the real workings of our educational system will study these reports with care.

The department is in almost daily communication with its supervisors. A large part of the correspondence carried on in the office of

the commissioner is in answering questions from the supervisors or in the form of instructions and suggestions sent to them. For the latter purpose the circular letter is adopted; and as in these circular letters many questions of general interest are discussed, the difficulties which arise in one district are answered in a form to be of service when similar questions arise in another district. These letters constitute a sort of barometer which heralds the storms and records those which have been successfully weathered. Each supervisor is required to keep on file in his office a complete set of the circular letters. Some of these of more general interest are reproduced in the appendix to this report.

PROGRESS IN ENGLISH.

Every effort has been made to encourage the study and use of the English language. This has been done in the interests of the people of Porto Rico, whose future commercial prosperity depends upon their adoption of the English language as the prevailing speech throughout the island. The Porto Ricans are anxious to learn English, are eager to have their children learn it, and the department is careful to see that the demand for English instruction is always in excess of the supply. We do not desire to force English upon the people, but we want them to recognize their own interests in the matter, and are willing to do all possible to aid their aspirations in the direction of acquiring a knowledge of English. English is taught in every school on the island. Of course, many of the Porto Rican teachers in the rural schools have only a slight book knowledge of the language, and can do nothing more than teach their children how to read the most elementary English sentences. This is something, however; and while these teachers do not know enough English themselves to know anything worth mentioning of English pronunciation, they are rapidly acquiring, for the purposes of the department's examinations, a more extended knowledge of our language. We do not wish to displace Spanish in the homes of the people, but rather to add to what they already know of that language a thorough knowledge of the English language. It will mean a great deal for the schools of Porto Rico when we are able to use English text-books. At present in all of the graded schools, which means nearly half of all the schools of the island, English is taught by an American teacher, who visits every room, teaching the lesson in English each day in the presence of the Porto Rican teacher and with her assistance. In this way the Porto Rican teacher acquires a more definite knowledge of English, and the department now requires every teacher in the island to take an examination in English at least once a year. The first general examination of this character was held on June 7. It was an entirely voluntary one, and although very little notice had been given, and most of the teachers were poorly prepared for it, at least 75 per cent of all the teachers on the island took it, and it was the intention of the Department to award a few cash prizes, a fund for which, aggregating $110, had been generously contributed by three citizens of the United States interested in our work, Mr. Edgar O. Silver and Mr. Leonard E. Reibold, of New York, and Mr. G. W. Holden, of Springfield, Mass. The results of the examination, however, did not justify the awarding of any prizes, partly because of certain irregularities in holding the examination, due to the fact that the date set came in the rainy season

when in the rural districts it was almost impossible for some of the teachers to report at the supervisor's headquarters. We decided, then, to hold these funds for distribution another year, and will be glad to add to them the contributions, large or small, of any other persons who may be interested in the object. The general scope and intent of the examination is indicated in the following letter, which was sent out May 1, in answer to some objections and to remove some misunderstandings which had arisen among the Porto Rican teachers:

MAY 1, 1902.

To the principal, graded and rural teachers of Porto Rico.

MY DEAR FRIENDS: It seems that some misunderstanding has arisen about the nature and objects of the voluntary examination in English announced for June 7. I want you to understand fully the plans of the department, and do not wish you to think for a moment that the department would act otherwise than in your interests and for the good of the schools and the welfare of the children of Porto Rico. In the first place, this examination is purely voluntary. You do not need to take it unless you wish to. I hope you all will take the examination. Even if you feel poorly prepared for it, do not be ashamed to come to the examination and show that you are willing to make a start in the learning of English. We shall not expect the impossible. We know that many of you have had very few opportunities to study English, that you have not had the advantage of good books nor of access to good teachers of English. We know, however, that you have been doing the best you could, and that is all that we expect. For three years past you have doubtless witnessed the growing importance to the people of Porto Rico of a knowledge of English. The binding together in closer ties of friendship, sympathy, commercial intercourse, and business relationships of the people of Porto Rico and the people of the United States means that we must have one common and universal language which the people are able to read, write, and speak in all parts of our common territory. It is evident that this common language of intercourse must be the English language. This does not mean that the people of Porto Rico must give up Spanish. On the contrary, as has well been said, "a man is as many times a man as he has languages at his command." The 75,000,000 and more people of the United States, however, can not be expected to learn the language of the 1,000,000 people of Porto Rico. The smaller body can adjust itself more easily to the conditions in this regard than the larger body of citizens. The people of the United States will respect the language of the people of Porto Rico. Many of them will learn to speak, read, and write it, but the one common language of social, political, and business intercourse will be the English tongue, common not only to all parts of our own national territory but to large sections of the civilized world. We can not do our duty by the children of Porto Rico, in preparing them to earn a living and to take their place, in public life, in the business world, and in private occupations in the future unless we teach them thoroughly to know the English language. Let us work together to have English used as much as possible in our schools, so that the children may get, not only a book knowledge of the subject, but a practical drill, which will enable them to use it in any and all emergencies.

I want, also, to tell you that this examination to which you are invited on June 7 has nothing whatever to do with the teacher's certificate you hold or the renewal of that certificate. Your certificate will be renewed as similar certificates have been renewed before, depending upon the report on the work you have done during the year. The marks of your examination will be recorded on your certificate, or the fact that you have no grade in English in case you do not take the examination. Of course, when you get your new certificate, if it has on it a high mark which you obtained in your English examination, it will doubtless help you to secure a better position next year. You need not feel ashamed of a low mark, and the questions this year will take into account the fact that the notice given of this examination has been short. The questions must, therefore, be correspondingly easy. It is not true, however, that you have had no more than six week's notice, although the official announcement of the examination was published only six weeks in advance of the examination itself. For nearly three years the Department has been urging upon you the importance of acquiring a knowledge of English, and it is now necessary that we make a beginning to obtain a grading of all of the teachers on the basis of their knowledge of English. If you have had few opportunities and your mark is low this year, you will probably have an opportunity of raising that mark next year, and so on from year to year, showing the improvement that you make in the mastery of the

English language. We are demanding a higher standard each year of the American teachers who come here to teach English. They are required to have high school, normal school, or college diplomas, representing, usually, many years of preparation for their work as teacher, and we shall be stricter this year than ever in the scrutiny of the character of these diplomas. Every step taken to improve the qualifications of teachers is something in which every good teacher should be interested and to which he should give his cordial support. There should be a spirit of professional pride in raising the standard of our profession. The higher that standard the more honor there is for every one who is a member of the loyal and devoted band of teachers in Porto Rico. There will be absolute fairness in the marking of these examination papers and in the general conduct of examinations. The department has just decided to have the papers examined by one central committee of examiners, and we hope to have soon at our disposal a small sum from which a few cash prizes can be offered to those who have had few opportunities to learn English and who make a good showing in this examination. The conditions on which these prizes will be offered will be announced later.

Please give this whole matter your thoughtful attention and your earnest support. Prepare for the examination as best you can—it will be simple and practical. The examination will be limited strictly to two hour's duration. For rural teachers one hour will be allowed for the translation from English into Spanish of a selection consisting of a few simple English sentences. Another hour will be devoted to a similar translation of a very short exercise from Spanish into English. For graded teachers the plan of examination will be exactly the same as for rural teachers, only the examination will be somewhat more difficult, and the time limited to forty-five minutes for each exercise; in addition, the dictation will be taken from any part of Brumbaugh's Second Reader. For principal teachers the plan for the examination will be the same as for graded teachers, except that the translation exercises will be a little more difficult, and a half hour will be devoted to writing down from dictation an easy passage from Brumbaugh's Second Reader, pages 5 to 48, the selection to be read slowly and distinctly by the teacher in charge of the examination; also, an additional half hour will be devoted to a few simple questions in English grammar. The only test of your knowledge of English pronunciation in this examination will be in your ability to write correctly the passage dictated. In preparing for the examination, therefore, I would advise you above all to practice the translation of simple sentences back and forth from Spanish into English and from English into Spanish, and to read as much as you can in the first and second Standard Readers to be found in your schools. You will be notified individually of the result of your examination by mail, and the mark which you obtained, although it may be as much as a month or more after the date fixed for the examination before these marks can be sent to you.

Come on June 7 with a feeling of assurance that, having done the best you can, you will cheerfully show us what progress you are making in English. Urge your friends to come and take the examination in the same spirit of loyal cooperation in what the department is trying to do for the good of the schools and for your good, and you will find the department loyal to you and to your personal interests.

Yours, very truly,

S. M. LINDSAY, *Commissioner.*

The spirit in which this examination was undertaken is indicated by the following, among many letters which were received by the commissioner:

BAYAMÓN, P. R., *April 28, 1902.*

The teachers of the district of Bayamón are always ready. Those who have no cloaks weep much when it rains, but we are always ready for the examination.

(Signed by 18 teachers.)

A second letter was headed "Forwards," and read as follows:

The teachers of the municipality of Toa Alta are ready for the examination. We send you our regards and compliments.

A third letter, signed by the English class of the municipality of Corozal, read as follows:

DEAR SIR: The brotherhood of professors of this municipality return you our thanks, and promise that at the close of the year we will give a good account of ourselves in the English examination that is to come.

For the examination this year more elaborate plans have been made, and the following letter has just been sent out:

CIRCULAR LETTER } DEPARTMENT OF EDUCATION OF PORTO RICO,
No. 110. } OFFICE OF THE COMMISSIONER,
San Juan, October 24, 1902.

To the Supervisors:

GENTLEMEN: You are hereby informed that on Saturday, April 25, 1903, an examination in English will be held in all the towns where there is an English teacher.

In order to give the Porto Rican teachers a fair opportunity to prepare for this examination, the English teachers are hereby directed to teach English three times a week during the last hour of the school day. These classes will be open free of charge to teachers and to members of the school board of the vicinity. Where there is more than one English teacher in a town, the work shall be equally divided by the supervisor of the district. If teachers desire to take lessons outside of the hours established they must make arrangements with the English teacher, or any other person, as a private teacher, at their own expense.

There will be three grades of examination: Rural, graded, and principal.

The examination for rural teachers will include exercises in translation from English into Spanish and from Spanish into English; questions in grammar selected from Lecciones de Lenguaje, Inglés-Espanol (published by the American Book Company); in addition to which rural teachers will be required to write a dictation exercise from the Standard First Reader.

The examination for graded teachers will cover, in addition to the foregoing, first, a dictation exercise from the Standard Second Reader; second, the writing of a composition of not less than 150 words on a theme selected from a list of five familiar topics relating to the geography of the United States, using Frye's Geografía Elemental in preparation for this work.

The examination for principals will include, first, the writing of an exercise dictated from the Standard Third Reader; second, questions in grammar and the use of words in English, basing the work on Welsh's English Grammar from Lesson 56 to Lesson 121, inclusive; third, translation from Spanish into English of an exercise selected from El Lector Moderno No. 1; fourth, translation from English into Spanish of an exercise selected from the Standard Fourth Reader up to page 231; fifth, a composition in English of not less than 200 words on one of five given topics on the geography of the United States, using Frye's Grammar School Geography in English in preparation.

All exercises for translation shall be taken from prose.

Supervisors will place a copy of the books mentioned in the hands of teachers requiring them for study. Where teachers do not have these books they should make requisition for them to their district supervisor.

In this examination all teachers are expected to attend unless previously excused by the department, on application through the supervisor. Teachers who fail to attend, or who fall below 50 per cent, will have this fact recorded and taken into consideration as a part of the teacher's record, governing the approval or disapproval by the department of his application for the renewal of his certificate for the following year.

Teachers are required to take the examination corresponding to the grade of the certificate which they now hold.

The last examinations in English were not satisfactory, and certain prizes which the department intended to offer from a small private fund, contributed by friends in the United States who are interested in the progress of Porto Rican schools, were not awarded.

The following prizes are offered for excellence in this examination:

First. A first prize of $25 in cash and a certificate of attainment in English, attested by the seal of the department, for the best examination in each grade. A first prize may be divided in case two or more teachers of any grade rank exactly alike, in which case each would receive a certificate.

Second. A second prize consisting of a silver medal, with an appropriate inscription, for the second best examination in each of the three grades, additional medals being awarded in case two or more teachers rank exactly alike.

All teachers having a standing of 50 per cent or over will have their standing recorded on their certificates for next year.

No prize will be awarded in either class where the first and second best examinations are not of sufficent excellence, in the judgment of the commissioner of education, to justify the awarding of the respective prizes.

Teachers who have had special opportunities for the study of English, such as a period of residence of one year or over in the United States, can not be awarded

prizes. In cases where there are difficulties in determining whether a teacher has had special opportunities, the commissioner of education shall be the final judge.

Respectfully, yours,

SAMUEL MCCUNE LINDSAY, *Commissioner.*

Other signs of the progress being made in English are not wanting, both with respect to teachers and pupils alike. One supervisor writes of the work in Sabana Grande that the English work in the graded schools is worthy of special notice:

The pupils of the fifth and sixth grades converse well, and the fourth class will be a better class next year than the present fifth grade. The second and third grades are doing surprisingly well. Whatever the pupils read they understand when they hear it spoken and they are rarely at a loss for an answer to a question. Conversational work is not confined to the reading lesson alone, but is spread out to cover any topic. I attended a ball in the town hall Thursday and the children, from the little tots to the young ladies, fired English at me the whole night. It has been a long time since I have spent a pleasanter evening.

Some of the efforts of individual pupils are almost pathetic. One boy who is studying with the hope that he might be sent to school in the States had to earn his living during the day and had only his nights, without the aid of a teacher, in which to study and acquire a knowledge of English. In writing to the department for advice he wrote in English as follows:

It is true, I am in a position with the San Juan Light and Transit Company, but I can too little that scarcely it is not sufficient for me to address myself. I have prepared myself to can be a teacher the next time for being not able to pay one who could give lessons to me. This letter will not be correct but it is a sign of my progress in the English language. I wait for a satisfactory answer, for I go every time foward and foward. I spend some hours at night in studying alone, by that reason all that I study I try to understand it well for I have no other man who can explain me that I study at night. That is the poor life. At the end of September I will be 16 years old.

Plans are being considered at this time by which the work in the Insular Normal School may be carried on exclusively in English. We have had several graded schools from the lowest to the highest grade, and two high schools, where the work is carried on exclusively in the English language, and Spanish is taught merely as one subject. In the practice school in connection with the Normal School it is probable that all the work will be done in English. It will not be long before English text-books can be used and the bulk of the instruction in all subjects in the town schools and graded schools can be given in English. It will require probably several years before the same can be said of the rural schools. This will not mean more American teachers, but that Porto Rican teachers have been trained to be efficient teachers making use of the English language.

PORTO RICAN STUDENTS IN THE UNITED STATES.

Forty-five students, boys and girls, are now studying in the United States at the expense of the Porto Rican government. Twenty of these received an allowance of $250 a year and are located in the industrial and manual-training schools, the majority of them being at Tuskegee, Ala., preparing for careers as artisans. Twenty-five receive an allowance of $400 per year and are preparing for college and for the various professional schools. They are scattered throughout the smaller colleges and the best preparatory schools in the States, where they receive careful attention and cordial assistance in their work

The reports from the principals of the schools indicate that these boys are doing well. Some of them stand relatively high in their classes. Several will be ready for college and some have already entered college. The legislature appropriated $15,000 last year to continue these boys for another year. That amount will be needed annually if these boys are kept in the States for the period of four or five years, respectively, specified in the laws under which they were sent. The general public has been greatly disappointed that additional boys were not sent during the past year. There was a general impression that the legislature intended to send each year, for a series of years, 45 boys, maintaining those who had been sent in previous years until they completed their allotted term of study. The department has therefore on file many urgent applications of parents who are anxious to have their children sent to the States. Of course none of these can be granted unless there is a vacancy by death or resignation in the ranks of those now in the States, or unless the legislature makes additional provision for others.

PORTO RICAN AND AMERICAN TEACHERS.

The strength and value of any school is measured in the last analysis by the character and efficiency of the teacher. The most difficult task in the development of the American school system in Porto Rico, as all those who have had any experience in this work testify and all competent observers know, is to secure a sufficient number of well-qualified teachers. Considerable improvement has been made in this direction during the past year. We have at the present time in the employ of the department about 1,200 teachers, of whom 12½ per cent are Americans and 87½ per cent Porto Ricans. An exact statement of the number of teachers, the salary of each, and the classification of the total number into those who were citizens of the United States and those who were citizens of Porto Rico was made at the request of the committee of the legislature in March. This showed 123 Americans receiving the total annual salary of $67,195, and 837 Porto Ricans whose total annual salary amounts to $281,735. Thus the greater part of the work is done by Porto Ricans and the greater part of public money expended for salaries of teachers goes to native teachers. Of the American teachers almost all of those who came as adventurers or because they had been rejected in the States have been weeded out of the service and the ranks of the American teachers now contain many of the best equipped and most devoted teachers to be found any place in the United States. We have on file at all times many applications, some of them from graduates of our best colleges, representing all States in the Union, of young men and young women willing to take up the work of teacher in the schools of Porto Rico. Many of these are eager for the opportunity of service in a good cause. Some are influenced by the desire to see something of life in a tropical country and to equip themselves for larger work in the States by acquiring a knowledge of the Spanish language. At the same time they are prepared to give honest and efficient service, and while they probably do not desire to remain more than two or three years at the most, they are in no wise disqualified by this secondary motive from being considered valuable material for our schools. We have, therefore, abundant material from which to select enough American teachers of English to equip all the schools

we are able to open. These American teachers, however, should not be called upon to make so great a financial sacrifice as they must necessarily do in order to accept these appointments. The salary paid to an American teacher of English is only $50 a month for a nine-months term, amounting to $450 a year, in addition to which there is an allowance by the local board amounting to $54 as a minimum and ranging from that figure up to $135 for the school year. There are few cases, however, in which the maximum allowance is paid. Practically, therefore, most of the teachers of English have to reckon on a total annual income of $504, out of which they must pay their transportation to and from Porto Rico and provide themselves with subsistence and clothing for an entire year. The transportation expenses are at least $100 and in some cases, where teachers come from the interior of the United States, considerably more than that sum. The expenses of living in Porto Rico for such teachers is necessarily high, and the result is that after one year of experience they are therefore unwilling to remain. The schools suffer a great loss on this account, because the value of an American teacher to the school the second year is nearly double that of the first in which she is getting acquainted with the people, the local conditions, and the language. We ought to be able to hold our best teachers here for a series of years by offering a higher salary at the outset in order to secure the best talent and by offering a progressive increase for each additional year of service. Formerly the United States Government furnished free transportation, when the army transport system was in operation between New York and Porto Rico, but now that the transports have been discontinued no provision has been made to pay the traveling expenses of teachers from the States and they have suffered a corresponding diminution in their net income.

The Porto Rican teachers are working hard to equip themselves for the best positions by familiarizing themselves with the English language and with the methods of the American school system. Most of them have had few opportunities. The majority of them are married and have large families to support. They are extremely poor, and as a rule are unable to leave their homes for any length of time in order to avail themselves of any opportunities for study or for self-improvement. We shall have to be patient with them and do all in our power to aid them by efficient supervision of their work, by the loan of books and such direction of home study as the department and the Insular Normal School can give, and we hope soon to have a plan in operation by which some instruction at least in the methods of teaching, and perhaps in the matter of physical training in the schools, can be given by an instructor in the normal school visiting from time to time those schools where the need is greatest.

The department is doing everything possible to maintain a high standard of honor and efficiency among the teachers and to develop the spirit of professional pride and mutual criticism, rivalry, and encouragement among the teachers themselves. Those who willfully neglect their work, close their schools before the regular hour for closing, neglect to open them at the proper time, sham sickness, and in general do as little work as possible when the supervisor is not in sight, are dealt with severely when they are found out. We have taken the responsibility of closing some schools altogether by suspending over twenty-five teachers for serious cause. In some of these

cases the work of the teacher in the schoolroom was efficient, but th private life of the teacher and his moral influence in the communit was not above reproach. We must not place the lives and training o innocent children in the hands of any teacher whose life is not clean wholesome, and earnest. We would better have fewer schools an apparently take a step backward—which in the end would mean a lon step forward—than to tolerate in the rank of teachers those who can not command the full respect of the communities in which they live.

The younger teachers are responding nobly to the demands of the department in all respects. Year by year as the normal school turn out additional classes the effect of this well-trained and enthusiastic body of young persons in the corps of teachers will make itself increasingly felt. Some of the younger teachers are making great sacrifice in order to save money and spend their vacations in the States, where they can study our American schools at first hand and perfect themselves in the knowledge of our language. There are, therefore, no lack of signs to encourage, especially when we consider how few have been the opportunities in the past and how great has been the change in spirit with which the Porto Rican teachers have welcomed the new school system and adjusted themselves to it.

THE INSULAR NORMAL SCHOOL.

From what has just been said it is evident that the key to the educational situation is the Insular Normal School. About 100 pupils have been in attendance during the past year, and over 125 are in attendance this year. They do better, harder, and more work than most students in the best school in the States. They now have a new building which was dedicated on the 30th day of May with appropriate exercises, in which the governor, the chief justice, and other promi nent officials participated. In this large and commodious buildin the pupils find every appliance of the best modern schoolroom to aid them in their work. The building is beautifully located on a tract of about 50 acres of land situated in Rio Piedras, 7 miles from the capi tal and accessible by a trolley line. In this building are large and airy class rooms and an auditorium that will seat 300 persons; two gymnasiums—one for boys and one for girls—equipped with shower baths and lockers and all necessary appliances for physical training laboratories will be installed as they are needed; there is a room devoted to the purposes of a library, and already we have the begin ning of the equipment of a school library. The work in this schoo is for the most part done in the Spanish language, although great stress is laid upon the study of English, and the pupils in this schoo have made so much progress in English that most of them can under stand an address given in that language. This condition of affairs must continue for a time during this transition period until enough pupils from the lower grades of the public schools reach the point where they can take up their studies in the normal school and pursue them with instruction in English. We are making every effort to bring that about next year, and when it is possible the efficiency of the work in the normal school can be almost doubled. Pupils and teachers alike can have the advantage of a wider range of choice in the selec tion of text-books and works of reference bearing on the course of study.

Sufficient funds have been allotted to add to the equipment of the

HAYES GRADED SCHOOL, JUANA DIAZ.

Built by department of education of Porto Rico. Completed April 12, 1901.

normal school a principal's house and a practice school, and both of these buildings are nearly completed. We shall then have in connection with the normal school a model agricultural rural school, a model kindergarten, four or five model grades of the regular school work, as object lessons in which the normal school pupils can receive instruction by observation and experiment and by the most approved methods. No labor or expense should be spared in equipping, maintaining and developing from year to year the work of the Insular Normal School. While money spent here does not bring in an immediate return, when the return does come it means more to the schools of Porto Rico than ten times the cost expended in other ways. I commend especially the perusal of the report of the principal of the Insular Normal School, which will be found in the appendix. It tells a pathetic but true and hopeful story of the struggles and ambition of Porto Rican youth.

EDUCATIONAL CONFERENCES.

At the time of the dedication of the Insular Normal School all the school supervisors were called into San Juan to take part in those exercises, and at the same time to take part in a conference on various subjects relating to their work. Seven sessions of about two hours each were held on three days, May 31, June 2, and June 3, at which the following programme was strictly adhered to.

May 31.—Morning session, 9.30 a. m., Dr. Lindsay in charge. Topics: (1) Educational theories and practice. (2) A general survey of the work in Porto Rico. (3) How to get good teachers and keep them. Discussion: (1) The relation of the supervisor to the teacher. Opened by Field Supervisor A. F. Martínez. (2) The work of the Insular Normal School. Opened by Principal W. G. Todd.

Afternoon session, 2.30 p. m., Mr. Heckmen in charge. Topics: (1) The position and work of the teachers of English in the schools. (2) The qualifications of teachers. (3) The course of study and how to grade the schools. Discussion: (1) Maxims for teachers. Opened by Supervisor Wood. (2) School discipline. Opened by Supervisor Conant.

June 2.—Morning session, 9.30 a. m., Dr. Lindsay in charge. Topics: (1) Supervisors' districts—(*a*) boundaries; (*b*) visits to schools; (*c*) traveling expenses. (2) The school law. (3) School supplies and text-books. Discussion: (1) Needed changes in the school law. Opened by Supervisor Foote. (2) New text-books and supplies. Opened by Supervisor Miller. (3) How can the supervisor best use and protect the school property and supplies for which he is responsible—(*a*) during school year; (*b*) during school vacations. Opened by Supervisor Lutz.

Afternoon session, 2.30 p. m., Mr. Pennock in charge. Topics: (1) The agricultural schools. (2) Agricultural teachers, American or Porto Ricans; qualifications, special certificates. (3) Equipment needed; summer work. Discussion: (1) What should be taught in agricultural schools? Opened by Supervisor Wells. (2) Should they bear the same relation to local boards as the rural schools? Opened by Supervisor Northrup.

Evening session, 8 p. m., Mr. Hernández in charge. Topics: (1) The organization and duties of the school boards. (2) The position of annexed municipalities. (3) The supervision of the finances of the school board. Discussion: (1) How to proceed to secure removal of a member of the school board and how to proceed to secure suspension of a teacher. Opened by Supervisor Sawyer. (2) Should the school board have more powers or less? Opened by Supervisor Hill. (3) How to arouse the personal interest of every member of the school board. Opened by Supervisor Mellowes.

June 3.—Morning session, 10 a. m., Dr. Lindsay in charge. Topics: (1) A model district. (2) Duties and opportunities of the supervisor. (3) The relation of the supervisor to the Department. Discussion: (1) How to judge a good school. Opened by Supervisor Moore. (2) How to enlist public support for the schools. Opened by Supervisor Anktom.

Closing session, 2 p. m., Dr. Lindsay in charge. Topics: (1) Questions and answers. (2) Unfinished business. (3) The immediate needs of each individual district.

The person in charge of each session treated of all the topics outlined for the session in an address not exceeding twenty minutes in length, after which those assigned to open the discussion on special topics were given ten minutes each, followed by a general discussion, in which any one present was permitted to participate on condition that no one should exceed five minutes nor speak twice until every person who desired to be heard had had an opportunty to speak on the topic under discussion.

In addition to the conference of the supervisors it was found advisable to continue the plan of holding a series of meetings in different parts of the island for the purpose of raising a healthy and active interest in normal education and in the public school. For this purpose the commissioner invited Dr. James Earle Russell, dean of Teachers' College, Columbia University, New York City, one of the best training schools for teachers in the country, and himself a man widely known as a leader of educational thought in the States, and Dr. C. Hanford Henderson, a pioneer worker, writer, and thinker in the work of manual training, physical culture, and other highly important features of modern education, to accompany him on a brief trip to visit some of the schools of the island. These gentlemen very kindly consented to give their services without remuneration and in this way do what they could to assist the educational work in Porto Rico. Their traveling expenses were paid by the Department and no other return was made for the very valuable services which they rendered, except the grateful thanks since expressed in many ways from teachers and parents in the leading towns in Porto Rico. For eight days they held meetings and gave stirring addresses, and by reason of favorable weather and excellent preparation for traveling facilities we succeeded in covering a large territory. Starting from San Juan, we addressed meetings of pupils, teachers, and general public, in the schoolhouses and public squares of the following places: Manatí, Arecibo, Camuy, Quebradillas, Aguadilla, Mayaguez, Cabo Rojo, Sabana Grande, San German, Yauco, Ponce, Cayey, Coamo, Río Piedras, and San Juan. One day as many as seven meetings were held, and, notwithstanding the physical fatigue of this rapid trip, we met with such enthusiastic reception wherever we went that all felt encouraged and repaid. The general public is much more interested in matters of public education in Porto Rico than in most communities in the States.

The people appreciate anything that is being done for the schools. The building of schoolhouses has been to them the most tangible and forceful guaranty of the good faith of our Government. One coachman I met on the military road said:

> During the administration of the Spanish Government we saw nothing but money going out of this country to Spain; now we see public money being put into buildings for the use of our children.

The people are willing to do what they can. They are willing to tax themselves to the extent of their ability, and even more, and they are willing to work for the public schools; but they need much help from outside sources, and if the United States does not encourage this spirit by cooperating with the people of Porto Rico in removing the curse of illiteracy the United States will eventually look back upon one of the greatest of lost opportunities, while if the Federal Government does come to the aid of Porto Rico in the establishment of an adequate and efficient system of public schools the time will come when Porto

Rico will reflect greater glory upon the American nation than perhaps any other community within the sphere of American influence.

SCHOOL LAWS.

Only one important change has been made in the school law as enacted by the legislature and approved January 31, 1901. This law was printed in the Appendix to the Report of the Commissioner of Education for the year 1900–1901.

The change referred to is the increase of the minimum of municipal taxes which must be devoted to school purposes, from 10 to 15 per cent, and the authorization of a special school tax in accordance with the provisions of the following act:

AN ACT Authorizing the municipalities of Porto Rico to levy a special property tax, to be known as school tax.

Be it enacted by the legislative assembly of Porto Rico:

SECTION 1. That for the fiscal year beginning July first, nineteen hundred and two and ending the thirtieth day of June, nineteen hundred and three, and in every succeeding fiscal year, in addition to the regular taxes, of which, according to law, at least 15 per cent and not more than 25 per cent must be set aside as a school fund, the ayuntamientos may levy a property tax, to be known as "a school tax," and not to exceed $\frac{1}{10}$ of 1 per cent of the assessed value of all real and personal property of the respective municipality, in accordance with the assessment made by the treasurer of Porto Rico to levy and collect the insular property tax.

SEC. 2. The ayuntamiento of each municipality shall decide on or before the twentieth day of June of each and every year whether such additional tax shall be levied, and shall fix the rate within the limit allowed by section 1, basing the same upon reports of the respective school boards situated in each municipality, and in accordance with the needs for school funds, in whatsoever manner determined, and shall notify the treasurer of Porto Rico immediately upon the adoption of the resolution fixing said rate. The treasurer of Porto Rico shall collect the school tax hereby established in the same form and subject to the rules provided for by act entitled "An act to provide revenue for the people of Porto Rico, and for other purposes," approved January thirty-first, nineteen hundred and one, and said official shall pay, pursuant to law, to the treasurer of each school board, in the months of March and September of each year, the amounts collected during the six preceding months as school taxes in each of the respective school districts.

SEC. 3. That the amounts accruing to the treasury of each municipality on account of the school taxes hereby established shall be devoted solely to school purposes.

SEC. 4. That all laws, decrees, or orders, or parts thereof, in conflict with this act are hereby repealed.

SEC. 5. That this act shall take effect from and after its passage.

Approved, March 1, 1902.

In addition to this change further legislation secured the establishment of industrial schools, as already noted in the section on that subject in this report, and provision for training schools for nurses, as noted in the section on special schools in this report. A law was also passed which provided for the celebration of Arbor Day in the schools throughout the island on the first Friday in December of each year.

Some revision of the fundamental school law has become necessary by reason of change in conditions, and will be taken up at the next session of the legislature.

ACKNOWLEDGMENTS.

It would be ungracious to conclude this report without making mention of the faithful and efficient service rendered by the employees of the department, and of the many substantial evidences of interest manifested by friends of our work who reside in the States.

In the office force there have been many changes during the year. Mr. Samuel B. Heckman, who for nearly two years ably and creditably filled the position of assistant commissioner, resigned in July, 1902, to resume his academic work in the United States. Mr. Cony Sturgis, statistician of the department, resigned in June to enter private business. Mr. Enrique C. Hernandez, secretary of the department, who entered its service under the Spanish Government and has been continuously since the American occupation one of the most trusted and efficient advisers and helpers in this office, resigned his position in October, 1902, in order to accept an important post in the Spanish department of the firm of Appleton & Co., New York City. We at the same time lost the efficient services of his wife, Mrs. Enrique C. Hernandez, who was an experienced Spanish and English stenographer. Mr. Zeamer, an English stenographer, who had been in the department but a few months, resigned his position in May.

The office force as at present constituted is as follows: E. W. Lord, assistant commissioner; F. F. Bernard, disbursing officer; A. F. Martinez, secretary; Paul G. Miller, field supervisor; Gail S. Nice, statistical supervisor; John R. Wildman, bookkeeper; Abelardo Gonzales Font, pension clerk; Thomas M. Reynolds, Miss Raquel C. Hoheb, Miss Wilhemina L. Test, stenographers; Eduardo Asensio, pay-roll clerk; John J. Fitzgerald and Percy F. Allen, assistant bookkeepers; Miss Carolyn F. Harriman, librarian; Harry J. Tucker, shipping clerk; Enrique Contreras, record clerk; Genaro Caparros, file clerk; Juan F. Gallardo, messenger; Guillermo Gonzales, clerk, and Amancio Perez, janitor. All have rendered efficient service, ofttimes working without reference to office hours or holidays in order that all of the work of the department might be carried on efficiently, its obligations met promptly, and its reputation for intelligent, courteous, and patient attention to all who come to transact business should be maintained. I feel under many personal obligations to all of these faithful assistants, and especially to both gentlemen who have occupied the position of assistant commissioner and the position of secretary, and to the disbursing officer and the field supervisor, all of whom are, to all practical intents and purposes, heads of separate divisions or bureaus of this office, and who, taken collectively, constitute a council which frequently meets for the discussion of important questions which arise.

With respect to our American friends, it is difficult to make adequate acknowledgment of the many evidences of interest and of the many efforts to assist us in our work. These come in the form of letters of encouragement and of suggestion and advice, and of remembrance, which are all more appreciated when one is so far away from the centers of life in our great country. I must, however, make special mention of the kindness of the executive committee of the National Educational Association, which has contributed to our pedagogical library in the department a complimentary set of its publications; of the Alexander Hamilton Corps, W. R. C., department of New York, which has offered a standard 8 by 12 bunting United States flag as a prize to the school of Porto Rico which makes the greatest progress in the study and use of the English language during the next school year; of the three gentlemen to whom reference has already been made in another section of this report, Messrs. Leonard E. Reibold and Edgar O. Silver, of New York, and George W. Holden, of Springfield, Mass., who collectively contributed the sum of $110 as a fund for

prizes for teachers making the best showing in an examination in the English language; of Mr. Gustaf Larsson, principal of the Sloyd Training School in Boston, and Mrs. Quincy A. Shaw, the patroness of that school, for a very fine set of models for use in our sloyd work; of Dr. James E. Russell, of Teachers' College, New York City, for another set of models and for some literature for our library; of Mr. George W. Holden for a large number of Holden's patent book covers, which he had printed specially for the schools in Porto Rico and which he presented to us as a further evidence of his interest in our work; of Dr. C. Hanford Henderson for the selection of several special collections of books for our library and for many special services in the securing of teachers for special work, and of almost all the large publishing houses, who have from time to time contributed literature either for the use of our library or for distribution among our teachers.

This list is by no means complete, but it will serve to show the varied character of the interest manifested in our work and our appreciation of the thoughtfulness of our friends.

It is also pleasant to note in this connection that the educational exhibit of Porto Rico at the Charleston Exposition was awarded a gold medal, notice of which fact was received in a letter from the Porto Rican commissioner under date of May 14, as follows:

CHARLESTON, *May 14, 1902.*

MY DEAR DR. LINDSAY: It gives me great pleasure to be able to send you word that the jury of awards of this exposition has given a gold medal to the educational exhibit of Porto Rico. This jury was composed of experts, and the pronouncement of their verdict upon our exhibit is entitled to the fullest appreciation.

This award should give great encouragement to the teachers and school children throughout Porto Rico, and I am sure that you will make the fact known to all of them. * * *

Please accept the expression of my best wishes and highest regards, and believe me,

Very sincerely, yours,

GEORGE W. FISHBACK.

DR. SAMUEL MCCUNE LINDSAY,
Commissioner of Education, San Juan, P. R.

THE MOST IMPERATIVE EDUCATIONAL NEEDS OF PORTO RICO.

In the brief survey given above only the more essential features of the school work in Porto Rico have been touched upon. From these, however, it will be seen that there are many signs of progress. The work is going forward and producing results which those who observe it at close range have scarcely dared to expect. The general result is a tribute to the efficacy of the American free public school, and it is no less a tribute to the intelligence and the noble aspirations of the Porto Rican people. The results can not be measured as readily as those of improved work in sanitation, where the number of deaths in a given year show a gratifying decrease, but the results of improved education are cumulative and their best fruits are harvested a generation after the seed is sown and usually when the sower is forgotten. We are working out, in Porto Rico, new educational experiments; but the work of primary and elementary education, as already established here, has been put on the foundation of the traditions of the best American schools, and is no experiment. It is worthy of the enthusiastic support of the community and it is bound to be, as time goes on, the most important factor in the extension of American principles of

government, ideals of conduct and life, knowledge, and attainment in culture and service. With all that is encouraging I should feel that I had failed in the performance of a public duty if I did not point out, as clearly as I am able, the imperative needs of our schools. I shall do this in the full realization of the impossibility of meeting these needs at the present time, but in the full confidence that the people of the United States will do their duty by the new ward of the nation. The great American public, which follows with so much interest and solicitude the work of the United States in Porto Rico, should realize that there is a value in keeping the needs of our schools permanently and constantly in mind until such time as we are able to fully meet their demands.

First of all we need more schools. We have 60,000 children now enrolled in school. There must be at least 350,000 children of school age in the island at the present time. Of these possibly 50,000 would be inevitably deprived by good reasons from availing themselves of the advantages of the public school. We probably have, however, at least 300,000 children who ought to be in school, and of these we have at present only one-fifth enrolled. Nearly all of our schools have long waiting lists containing the names of those being urged by anxious parents for a place as soon as a vacancy occurs. Two hundred and forty thousand children out of school who should be in school is a serious problem and should weigh heavily upon the public conscience. To furnish school equipment for all of these children would require an expenditure by this department of nearly $3,000,000 annually, a sum exceeding the total revenues of the island by 50 per cent. Even if that sum were available it would require the expenditure by local authorities of sums far in excess of the total amount now paid for taxes in the several towns and municipalities. We increased last year the budget of the department of education by $32,000, making the present budget about $532,000. This budget should be increased next year to $750,000 as a minimum. The resources of the island will probably allow of such increase, if the legislature deems it of sufficient importance to make it. This will mean a very small step toward the three million, but it will be a step with which the local communities can keep pace, and will mean substantial progress in the right direction. This is probably all that the insular legislature can do. It will then have dealt more generously with its public schools, in proportion to its ability, than probably any other community under the American flag. Where any additional help is to come from I do not know, but I do know that in addition to all that the Legislature can do we should have next year at least 100 additional American teachers, and that all of these, together with the American teachers now here, should be paid a minimum salary averaging $600, the increase to be an offset for the cost of transportation to and from the States which was formerly furnished by the government. For this item we need $70,000.

Second. For the buildings and equipment of three industrial schools we need, in addition to what the insular government has provided, and can provide, the sum of $100,000.

Third. We need immediately an agricultural and mechanical department in the Insular Normal School, the equipment of which for the first year would cost $50,000.

SAN GERMAN RURAL SCHOOL.

Fourth. We should have, as soon as possible, at least 100 new rural and agricultural school buildings with equipment, to be located in the most needy and backward parts of the island. This item would cost $200,000.

Fifth. We need for our new graded schools in towns and cities immediately at least 20,000 new school desks and other school appliances and apparatus, which would cost about $75,000.

These items alone, to which many other almost equally imperative needs could readily be added, aggregate a sum of $495,000.

More important, and even more imperative than money, is our need for earnest, devoted, and thoroughly trained American teachers and educators who will come here from no selfish or mercenary motives, but in the true missionary spirit, as friends of the Porto Rican teacher, not as dictators or faddists who come to impose their ideas on the people, but rather as coworkers with the Porto Ricans, ready to study a new problem and to help to enlist and train the best young lives in Porto Rico for educational and public service.

The Federal Government of the United States has been generous in all its dealings with Porto Rico, and more than just, but a wise and farseeing statesmanship will point out to the people of the United States that colonization carried forward by the armies of war is vastly more costly than that carried forward by the armies of peace, whose outposts and garrisons are the public schools of the advancing nation. Five hundred thousand dollars for one year, or even that sum for a series of years, would not support a very extensive military campaign. But that sum spent on education would work such a change in Porto Rico as to put beyond the question of a doubt the ultimate and splendid success of the ingrafting of American institutions in Spanish-America.

APPENDIX.

FINANCIAL REPORT OF DISBURSING OFFICER.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 31, 1902.

SIR: Pursuant to your request, I have the honor to submit the following report of the department's finances covering the fiscal year 1901–2:

By act of the legislature of Porto Rico, approved by the governor of Porto Rico, January 31, 1901, there was appropriated the sum of $501,000 for the maintenance of public schools, and by an act approved March 1, 1902, an additional $4,000—$505,000 in all.

An act of the legislature approved March 1, 1902, provides that "The commissioner of education is hereby authorized to establish, construct, equip, and maintain, with any funds allotted or appropriated to the use of the department of education of Porto Rico, and not required for other purposes, at least three industrial schools."

The following table shows the expenditures under the above-mentioned appropriations by items, and the unexpended balance transferred to a fund for the establishment of industrial schools:

Office commissioner of education:	
Salaries	$20,145.71
Contingent expenses	3,707.02
Text-books and school supplies:	
Purchases	38,272.69
Transportation	1,771.59
Common schools:	
Salaries	320,316.75
Contingent expenses	28,885.82
English supervisors:	
Salaries	19,949.52
Contingent expenses	3,858.55
Teachers' institutes:	
Salaries	3,068.00
Contingent expenses	602.35
San Juan high and elementary school:	
Salaries	10,980.00
Contingent expenses	1,071.70
Normal school:	
Salaries	7,963.71
Contingent expenses	2,732.25
Library and museum, department of education	420.43
Extraordinary expenditures, department of education	732.58
Total expenditures	464,478.67
Transferred to fund for establishment of industrial schools	40,521.33
Total	505,000.00

On January 2, 1901, there was transferred from the general allotment from revenues collected on importations from Porto Rico, act of Congress, March 24, 1900, the sum of $200,000 to a fund denominated "School extension in Porto Rico," to be expended under the direction of the commissioner of education for the erection of school buildings. This fund was subsequently increased in the sum of $137,000 by

transfers from the same source, approved by the governor of Porto Rico, thus making a total credit to the appropriation of $337,000. The following statement shows receipts and expenditures on account of "School extension in Porto Rico" (including insular normal school) from January 1, 1901, to July 1, 1902:

RECEIPTS.

January 2, 1901		$200,000.00
July 23, 1901		3,500.00
August 7, 1901		31,500.00
November 16, 1901	$15,000.00	
November 16, 1901	2,000.00	
		17,000.00
May 5, 1902		85,000.00
Total		337,000.00

DISBURSEMENTS.

Erection of buildings (contracts)[a]	192,783.57
Contingent expenses (salaries of architect, draftsman, and inspectors, traveling, attorney fees, fire insurance, etc.)	16,372.24
Unexpended balance July 1, 1902	127,844.19
Total	337,000.00

Under Spanish control of Porto Rico a fixed percentage of teachers' salaries was deducted and set aside as a pension fund for the benefit of aged and indigent teachers. Under this compulsory system of assessments the fund had grown to considerable size, but when the island was formally taken over by the United States Government in October, 1898, a small balance only was found on hand. Approximately 35,000 pesos belonging to the teachers of Porto Rico was taken to Spain by Governor-General Macias. The assessments were collected by the various municipalities of the island, and at the time of the United States occupation there was owing from municipalities in Porto Rico to the teachers' pension fund a sum approximating $33,000, in addition to the sum taken to Spain, as above stated. Since that time, however, about one-third of this sum has been paid in, leaving about $21,000 still due and unpaid. Steps are now being taken to collect this sum from the municipalities, and I feel safe in saying that the greater part, if not all, will be realized. The pension fund has no regular income now, and it appears to be only a matter of time until it will be exhausted. The following brief statement shows the receipts and disbursements since the beginning of United States control in Porto Rico:

Balance on hand October 18, 1898	$1,610.09
Collected from municipalities from October 18, 1898, to July 1, 1902	11,741.11
Total	13,351.20
Paid to pensioners, on approval of the governor of Porto Rico, from October 18, 1898, to July 1, 1902	11,469.12
Available balance July 1, 1902	1,882.08
Total	13,351.20

By act of the legislature of Porto Rico approved January 30, 1901, the sum of $15,000 was appropriated to pay the annual expenses of 45 Porto Rican young men and women sent to the United States to be educated. This sum was disbursed in equal monthly installments.

By act of the legislature approved January 31, 1901, the sum of $2,420 was appropriated for the maintenance of a free public library in San Juan.

By act of the legislature approved March 1, 1902, to take effect from and after its passage, the sum of $3,000 was appropriated to establish schools for trained nurses. By reason of the short time between the passage of the law and the close of the fiscal year a small part only of the appropriation was expended. The following is a statement of the receipts and expenditures under the last three named appropriations:

[a] Of the $209,155.81 expended on account of this appropriation, $17,865.79 was disbursed in the fiscal year 1900–1901 and $191,290.02 in the fiscal year 1901–2.

Appropriated for the education of Porto Rican young men and women in the United States for fiscal year 1901–2	$15,000.00
Appropriation for the maintenance of San Juan Free Library, fiscal year 1901–2	2,420.00
Appropriation for schools for trained nurses from March 1, 1902, to June 30, 1903	3,000.00
Total	20,420.00
Paid to Porto Rican students in the United States as provided by law	15,000.00
Disbursements on account of San Juan Free Library:	
Salaries	1,080.00
Purchase books, publications, etc	1,035.99
Contingent expenses	20.50
Unexpended balance in treasury	283.52
Disbursements on account of schools for trained nurses	70.93
Available balance July 1, 1902	2,929.07
Total	20,420.00

All accounts have been audited and settled. All claims against the department of education for the fiscal year 1901–2 have been paid.

Very respectfully,

F. F. BERNARD,
Disbursing Officer.

Hon. SAMUEL M. LINDSAY,
Commissioner of Education of Porto Rico.

STATISTICAL REPORT FOR THE SCHOOL YEAR FROM OCTOBER, 1901, TO JUNE, 1902.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 1, 1902.

SIR: I have the honor to transmit herewith my report on school attendance and other matters as per accompanying tables for the school year ending June, 1902.

Yours, respectfully,

CONY STURGIS,
Statistical Clerk.

The COMMISSIONER OF EDUCATION.

TABLE 1.—*Summary of school statistics for the entire island for the nine school months of the year beginning September 30, 1901, and ending June 20, 1902 (exclusive of high, normal, and special schools).*

	October.	November.	December.	January.	February.
Total number of schools open:					
Boys'	74	103	98	84	84
Girls'	81	49	47	42	40
Mixed	625	679	705	734	752
Total	780	831	850	860	876
Total number of schools in charge of—					
Principal teachers	24	27	29	29	29
Graded teachers	310	327	337	341	345
Rural teachers	437	465	472	478	490
Agricultural teachers	9	12	12	12	12
Total	780	831	850	860	876
Total number of buildings in use for schools:					
Town	120	123	125	125	129
Rural	438	465	473	482	487
Total	558	588	598	607	616

TABLE 1.—*Summary of school statistics for the entire island for the nine school month the year beginning September 30, 1901, and ending June 20, 1902, etc.*—Continued

	October.	November.	December.	January.	Febru
Total number of American and Porto Rican teachers employed:					
White—					
Males	514	544	554	554	
Females	254	275	285	291	
Colored—					
Males	35	36	36	39	
Females	26	30	30	32	
Total	829	885	905	916	
Total number of American teachers employed:					
Males	30	34	37	30	
Females	52	63	60	68	
Total	82	97	97	98	
Total number of pupils enrolled as attending at end of month:					
White—					
Males	14,240	16,032	17,228	17,734	18,
Females	8,324	9,281	10,006	10,423	11,(
Colored—					
Males	5,977	6,669	6,881	6,976	7,(
Females	3,761	4,205	4,402	4,497	4,(
Total	32,302	36,187	38,517	39,630	41,4
Total number of pupils enrolled from beginning of school year up to the end of the month (excluding duplicates or re-enrollments):					
White—					
Males	14,951	17,086	18,886	20,517	22,2
Females	8,539	9,952	11,123	12,275	13,4
Colored—					
Males	6,233	7,376	7,939	8,552	9,1
Females	3,922	4,617	5,072	5,517	5,8
Total	33,285	39,031	43,020	46,861	50,7
Average enrollment per school during the month	41.15	43.49	44.48	45.07	46
Average total attendance per school during the month	599.75	646.61	682.82	612.67	77
Average daily attendance per school during the month	32.72	32.81	36.26	32.96	3
Average number of days each school kept during the month	19.29	19.4	18.72	18.58	1
Per cent of attendance during the month	78.37	76.22	81.34	73.36	8
Per cent of the total population of the island enrolled as attending at the end of the month	3.4	3.8	4.1	4.23	
Per cent of the total population of the island enrolled from the beginning of the year to the end of the month	3.5	4.2	4.6	5.04	
Cost of the schools of the island to the municipalities for the month	$15,113.69	$13,676.23	$13,302.30	$11,876.03	$12,6
Average age of pupils enrolled as attending	9.69	9.76	9.71	9.74	

	March.	April.	May.	June.	Aver
Total number of schools open:					
Boys	73	73	73	71	
Girls	30	33	34	29	
Mixed	777	774	775	774	
Total	880	880	882	874	
Total number of schools in charge of—					
Principal teachers	29	29	30	29	
Graded teachers	352	351	352	351	
Rural teachers	487	489	489	482	
Agricultural teachers	12	11	11	12	
Total	880	880	882	874	

TABLE 1.—*Summary of school statistics for the entire island for the nine school months of the year beginning September 30, 1901, and ending June 20, 1902, etc.*—Continued.

	March.	April.	May.	June.	Total.
Total number of buildings in use for schools:					
Town	125	126	125	125	124
Rural	485	488	490	486	477
Total	610	614	615	611	601
Total number of American and Porto Rican teachers employed:					
White—					
Males	565	563	562	556	553
Females	300	299	299	296	288
Colored—					
Males	40	40	41	40	39
Females	33	31	31	31	31
Total	938	933	933	923	911
Total number of American teachers employed:					
Males	31	30	30	30	32
Females	71	69	69	67	64
Total	102	99	99	97	96
Total number of pupils enrolled as attending at end of month:					
White—					
Males	18,875	18,833	18,837	18,385	17,649
Females	11,368	11,436	11,364	11,105	10,486
Colored—					
Males	7,190	7,112	7,055	6,810	6,859
Females	4,754	4,798	4,829	4,693	4,510
Total	42,187	42,179	42,085	40,993	39,504
Total number of pupils enrolled from beginning of school year up to the end of the month (excluding duplicates or re-enrollments):					
White—					
Males	23,453	24,440	25,231	25,590	.....
Females	14,466	15,264	15,859	16,130	.....
Colored—					
Males	9,628	10,004	10,303	10,439	.....
Females	6,263	6,614	6,854	6,937	.....
Total	53,810	56,322	58,247	59,096	.....
Average enrollment per school during the month	47.44	47.51	47.25	46.45	45.53
Average total attendance per school during the month	790.76	756.19	760.27	662.70	698.61
Average daily attendance per school during the month	40.39	38.60	38.49	35.47	36.36
Average number of days each school kept during the month	19.56	19.48	19.74	18.59	19.21
Per cent of attendance during the month	84.45	81.16	81.18	75.67	79.71
Per cent of the total population of the island enrolled as attending at the end of the month	4.49	4.49	4.48	4.36	4.19
Per cent of the total population of the island enrolled from the beginning of the year to the end of the month	5.79	6.04	6.20	6.36	.....
Cost of the schools of the island to the municipalities for the month	$13,318.06	$12,717.52	$12,436.26	$13,127.39	(a)
Average age of pupils enrolled as attending	9.75	9.74	9.73	9.71	9.75

a Total cost of schools to the municipalities for the year, $118,209.69.

TABLE 2.—*Summary of school statistics, given by districts, for the entire year beginning September 30, 1901, and ending June 20, 1902 (exclusive of high, normal, and special schools).*

	Districts.								
	No. 1, San Juan.	No. 2, Rio Piedras.	No. 3, Pajardo.	No. 4, Humacao.	No. 5, Caguas.	No. 6, Guayama.	No. 7, Coamo.	No. 8, Ponce.	No. 9, Yauco.
Average number of schools open during the year:									
Boys	.....	3.66	11.66	11	5	11	2.66	.66	.22
Girls	.22	2.22	9	4.55	2.22	6.44	.67	.....	1.89
Mixed	33.66	34	20.66	29.22	54.11	26.22	65.88	40.55	49.11
Total	33.88	39.88	41.32	44.77	61.33	43.66	69.21	41.21	51.22
Average number of schools during year in charge of—									
Principal teachers	3.77	.....	.88	2	1.66	1	.11	3	2
Graded teachers	29.11	13.44	16.11	20.11	25.33	20.33	21.33	18.77	19.22
Rural teachers	1	25.44	24.33	21.78	33.34	21.33	47.77	18.55	29.11
Agricultural teachers	.....	1	.....	.88	1	1	.....	.89	.89
Total	33.88	39.88	41.33	44.77	61.33	43.66	69.21	41.21	51.22
Average number of buildings in use for schools during the year:									
Town	5.66	6	12.44	7	8	8	9.45	6.44	7
Rural	1	25.55	20.11	21.66	34	22.33	47.55	18.44	28.88
Total	6.66	31.55	32.55	28.66	42	30.33	57	24.88	35.88
Average number of American and Porto Rican teachers employed during the year:									
White—									
Males	9.66	29.88	25.44	29.22	45.77	29.33	43.88	22.22	32.66
Females	28.55	13.77	15.77	15.33	16.77	14.22	16.88	17.77	19
Colored—									
Males	2	.66	2.22	.89	.88	1	8.22	1.33	1
Females	2.66	.....	.....	2.89	.....	.11	4.66	3	2
Total	42.87	44.31	43.43	48.33	63.42	44.66	73.64	44.32	54.66
Average number of American teachers employed monthly:									
Males	.....	1	.....	3	1.88	2	1.22	.89	5
Females	5.66	4.22	4.45	2	4.44	5.44	3.55	5.88	2.88
Total	5.66	5.22	4.45	5	6.32	7.44	4.77	6.77	7.88
Average enrollment per school during year	44.39	46.91	48.59	45.80	42.71	41.57	51.29	40.83	48.58
Average monthly attendance per school during year	702.54	675.94	776.55	694.33	645.17	598.21	799.49	691.25	749.16
Average daily attendance per school during year	36.42	38.84	40.36	35.98	33.55	30.89	42.09	35.95	39.41
Average number of days each school kept during year	173.45	173.65	171.84	172.51	171.35	173.56	169.13	173.08	170.64
Average per cent of attendance during year	83.05	81.86	82.80	78.27	77.89	73.54	81.66	84.46	81.28
Average per cent of total population of district enrolled as attending during year	4.69	4.24	5.07	4.73	3.65	3.97	4.27	3.03	4.23
Average age of pupils attending during year	9.54	9.72	9.91	9.20	9.70	9.47	9.81	10.14	9.78
Total population, per districts	32,048	43,930	40,020	43,289	71,961	45,589	83,186	55,477	59,348
Number of municipalities, per districts	1	4	3	4	6	6	5	1	4
Number of pupils enrolled as attending at end of year:									
White—									
Males	385	718	849	902	1,217	621	1,791	612	906
Females	332	340	520	627	807	340	1,006	467	746
Colored—									
Males	337	517	565	372	342	508	696	408	517
Females	328	370	361	241	232	306	866	280	382
Total	1,382	1,945	2,295	2,142	2,598	1,775	3,859	1,767	2,551

TABLE 2.—*Summary of school statistics, given by districts, etc.*—Continued.

	Districts.							
	No. 10, San German.	No. 11, Mayaguez.	No. 12, Aguadilla.	No. 13, Camuy.	No. 14, Arecibo.	No. 15, Manati.	No. 16, Bayamon.	Totals and averages, entire island.
Average number of schools open during the year:								
Boys	2.66	4	0.67	6.11	6.66	8	7.44	81.40
Girls	.....	3.78	.33	1.33	3.77	3.33	3	42.75
Mixed	48	51.55	56.55	49.11	50.88	46.11	77.11	732.72
Total	50.66	59.33	57.55	56.55	61.31	57.44	87.55	856.87
Average number of schools during year in charge of—								
Principal teachers	2	3	2.22	1	3.66	1	1	28.30
Graded teachers	18.33	23.77	23.44	18.66	21.77	22.22	28.55	340.49
Rural teachers	28.66	31.33	31.89	35.89	35.88	34.22	56.11	476.63
Agricultural teachers	1.67	1.23	.....	1	.....	.....	1.89	11.45
Total	50.66	59.33	57.55	56.55	61.31	57.44	87.55	856.87
Average number of buildings in use for schools during the year:								
Town	5.55	7	8.89	9	7.33	7	10.22	124.98
Rural	29.22	32.66	31.77	36.88	35.89	36	55.11	477.05
Total	34.77	39.66	40.66	45.88	43.22	43	65.33	602.03
Average number of American and Porto Rican teachers employed during the year:								
White—								
Males	29	37.11	41.78	41.44	41.11	43.44	50.89	552.83
Females	18	23.89	13.22	17	22.11	7.89	28.22	288.39
Colored—								
Males	3.55	1	2.55	.....	2	6	5.11	38.41
Females	2	2	1	1.56	2	1.67	5.22	30.77
Total	52.55	64	58.55	60	67.22	59	89.44	910.40
Average number of American teachers employed monthly:								
Males	4.55	3.66	2.11	1	.89	2.44	1	30.64
Females	3.89	4	3.22	4.33	2.88	2.33	6.66	65.83
Total	8.44	7.66	5.33	5.33	3.77	4.77	7.66	96.47
Average enrollment per school during year	43.61	43.54	44.05	47.92	50.14	54.39	46.98	45.53
Average monthly attendance per school during year	644.9	683.22	612.96	737.73	715.93	662.91	699.88	698.61
Average daily attendance per school during year	34.24	35.71	32.09	37.87	37.71	34.75	38.13	36.36
Average number of days each school kept during year	168.82	172.78	171.16	173.87	170.92	169.52	172.47	171.79
Average per cent of attendance during year	79.97	80.89	72.35	78.55	73.75	79.91	80.76	79.71
Average per cent of total population of district enrolled as attending during year	4.07	4.12	4.05	4.19	3.06	3.61	6.49	4.19
Average age of pupils attending during year	9.89	9.74	9.59	9.87	9.85	9.69	9.44	9.75
Total population, per district	53,501	63,505	63,874	64,539	100,254	69,182	63,540	953,243
Number of municipalities, per district	4	3	5	5	3	5	7	66
Number of pupils enrolled as attending at end of year:								
White—								
Males	1,020	1,145	1,461	1,870	1,644	1,235	2,009	18,385
Females	706	859	793	706	1,007	643	1,206	11,105
Colored—								
Males	301	353	274	144	327	484	665	6,810
Females	199	300	214	104	228	262	520	4,693
Total	2,226	2,657	2,742	2,824	3,206	2,624	4,400	40,993

TABLE 3.—*Percentage of attendance.*

District.	1901.			1902.						Yea ave ag
	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	June.	
1. San Juan	84.46	83.56	85.32	80.72	84.63	85.23	78.16	84.40	81.07	8
2. Rio Piedras	77.18	81.99	85.37	77.51	84.72	87.28	82.49	80.94	79.28	8
3. Fajardo	77.78	80.27	82.71	76.16	87.01	87.63	85.69	86.70	81.33	8
4. Humacao	82.68	79.17	78.91	73.86	81.64	81.44	77.37	79.01	70.39	7
5. Caguas	75.52	74.01	79.59	70.59	84.84	83.75	81.79	79.74	70.22	7
6. Guayama	75.85	72.56	77.03	68.46	79.09	77.80	74.03	73	64.06	7
7. Coamo	81.53	78.20	84.37	77.22	87.29	87.56	84.41	80.35	74.19	8
8. Ponce	79.79	79.75	89.23	79.94	90.66	91.68	87.98	90.77	70.40	8
9. Yauco	81.28	77.56	85.96	80.01	86.58	86.98	81.60	81.19	70.54	8
10. San German	79	75.72	81.40	74.37	82.71	83.99	82.48	81.33	78.73	7
11. Mayaguez	80.53	76.11	81.70	71.10	82.38	86.96	84.55	82.49	82.23	8
12. Aguadilla	76.02	67.83	71.77	60.90	74.18	76.88	75.70	74.87	73	7
13. Camuy	70.35	75.59	81.89	70.26	84.01	84.99	80.59	80.40	78.93	7
14. Arecibo	75.60	66.63	73.42	64.66	81.07	81.56	76.41	78.42	76.04	7
15. Manati	79.93	71.34	80.42	72.55	84.25	82.99	83.51	83.85	80.35	7
16. Bayamon	79.50	79.37	82.48	75.55	83.63	82.90	81.82	81.57	80.03	8
Average for island	78.37	76.22	81.34	73.36	83.66	84.45	81.16	81.08	75.67	7

TABLE 4.—*Summary of school statistics for the school year beginning September 30, 190 and ending June 20, 1902, for high, normal, and special schools.*

	High and graded school at San Juan.	Normal school at Rio Piedras.	American school at Ponce.	Kindergartens in San Juan, and special schools in Culebra.	Night schools.	Total
Number of classes at end of year	7	4	7	4	25	
Average number of classes during year for each month	7	4	7	4	16.44	(a)
Average number of teachers employed each month	10	7	8	6	18.11	(a)
Number of American teachers employed during the year	8	6	8	2	5	
Total number of different teachers employed during the year	11	7	8	6	34	
Total number of pupils enrolled at end of year as attending:						
White—						
Males	99	42	61	60	454	
Females	53	49	114	54	108	
Colored—						
Males	18	.....	24	25	425	
Females	11	1	52	18	90	
Total	181	92	251	157	1,077	1,
Total number of pupils enrolled during the year (excluding duplicates or reenrollment):						
White—						
Males	215	40	101	118	605	1.
Females	107	52	155	115	152	
Colored—						
Males	44	1	57	72	652	
Females	18	7	73	46	137	
Total	384	100	386	351	1,546	2
Average monthly enrollment	215.11	89.12	251.11	165.55	768.37	(
Average enrollment per class during year	30.72	22.28	35.87	43.82	46.75	(
Average total attendance each month per class	567.57	410.17	656.28	621.45	552.61	(
Average daily attendance per class during year	27.89	19.05	33.77	32.50	30.26	(
Number of days schools kept during year	177	157	179	165	146	(
Average number of days each class kept per month	19.65	19.62	19.88	17.03	18.26	(
Per cent of attendance during year	95.75	85.50	94.15	74.16	64.72	(

a As all the night schools were not opened at beginning of school year it is not proper to com *the averages* for night schools with those for the other special schools.

.—*Number of school buildings in each municipality during the school years 1900–1901 and 1901–2.*

Municipality.	Number of buildings in use for schools.					
	1900–1901.			1901–2.		
	Town.	Rural.	Total.	Town.	Rural.	Total.
tas	3	3	6	2	5	7
a	1	5	6	1	6	7
illa	2	13	15	3	15	18
Buenas	1	3	4	1	3	4
to	2	5	7	1	7	8
)	4	7	11	5	9	14
o	2	10	12	3	22	25
	2	16	18	4	18	22
on	6	22	28	7	32	39
tojo	2	7	9	1	10	11
	4	13	17	4	14	18
	6	16	22	5	18	23
ia	3	9	12	3	13	16
	3	10	13	2	12	14
	1	4	5	1	11	12
	3	9	12	4	13	17
io	2	4	6	1	8	9
o	8	6	14	7	8	15
na	6	7	13	5	11	16
;ao	1	7	8	4	8	12
	2	9	11	1	10	11
Diaz	1	6	7	2	10	12
	1	3	4	1	7	8
	2	9	11	3	9	12
irias	1	6	7	1	5	6
	1	9	10	2	10	12
o	1	1	2	1	3	4
uez	4	19	23	4	20	24
is	1	5	6	1	6	7
bo	1	4	5	2	5	7
s	1	6	7	1	6	7
	10	32	42	10	31	41
ande	3	13	16	3	15	18
edras	2	7	9	2	6	8
Grande	2	4	6	2	7	9
rman	2	8	10	2	10	12
an	2	4	6	5	1	6
renzo	2	10	12	2	11	13
bastian	1	7	8	2	9	11
Isabel	1	3	4	1	3	4
ta	3	7	10	3	17	20
)	4	10	14	3	11	14
laja	4	9	13	3	9	12
s	2	5	7	1	6	7
oa	2	5	7	2	6	8
	2	10	12	2	11	13
l	120	387	507	126	487	613
High School			1			1
hool			1			1

.—*Population, number of schools, supervisors, and supervisors' districts, 1902–3.*

trict.	Supervisor.	Municipality.	Population (census of 1899).	Number of schools.
an	L. R. Sawyer	San Juan	32,048	49
		Rio Piedras	13,760	14
			45,808	63
ia	Alfred S. Northrup	Carolina	17,648	26
		Rio Grande	24,887	28
			42,535	54
o	José L. Fajardo	Fajardo	16,782	21
		Vieques	6,642	13
		Naguabo	10,873	11
			34,297	45

TABLE 6.—*Population, number of schools, supervisors, and supervisors' districts, 1902–3*—Continued.

District.	Supervisor.	Municipality.	Population (census of 1899).	Number of schools.
4. Humacao	George W. Moore	Humacao	22,915	22
		Yabucoa	20,126	16
		San Lorenzo	21,862	23
			64,903	61
5. Caguas	Roger L. Conant	Caguas	28,557	34
		Aguas Buenas	7,977	8
		Cayey	21,994	31
			58,528	73
6. Guayama	E. B. Wilcox	Guayama	23,347	41
		Patillas	11,163	10
			34,510	51
7. Aibonito	Enrique Landron	Aibonito	8,596	13
		Barros	22,948	29
		Comerio	8,249	13
			39,793	55
8. Coamo	S. W. Eckman	Coamo	15,144	27
		Juana Diaz	27,896	19
		Santa Isabel	4,858	9
			47,898	55
9. Ponce	Jean L. Ankrom	Ponce	77,146	86
10. Yauco	Francis Lynch	Yauco	27,119	30
		Sabana Grande	10,560	17
		Lajas	8,789	12
			46,468	59
11. San German	R. R. Lutz	San German	20,246	27
		Cabo Rojo	16,154	19
		Maricao	8,312	7
			44,712	53
12. Mayaguez	John Mellowes	Mayaguez	38,915	46
		Las Marias	11,279	13
		Anasco	19,952	20
			70,146	79
13. Aguadilla	Daniel F. Kelley	Aguadilla	30,240	32
		San Sebastian	16,412	18
		Aguada	10,581	13
			57,233	63
14. Camuy	E. W. Hutchinson	Camuy	28,768	34
		Isabela	14,888	17
			43,656	51
15. Arecibo	Frank S. Roberts	Arecibo	36,910	48
		Lares	20,883	19
			57,793	67
16. Utuado	Marion A. Ducont	Utuado	43,860	32
		Adjuntas	19,484	18
			63,344	50
17. Manati	Edgar L. Hill	Manati	23,346	24
		Ciales	18,115	18
		Morovis	11,309	10
			52,770	52
18. Vega Baja	Andres Rodriguez Diaz	Vega Baja	16,412	23
		Toa Alta	23,220	33
			39,632	56
19. Bayamon	O. M. Wood	Bayamon	32,071	57
Total for the *whole island.*			953,243	1,130

REPORTS OF SUPERVISORS.

SAN JUAN, P. R., *June 9, 1902.*

SIR: I have the honor to submit to you the following report as field supervisor of ıe public schools of Porto Rico for the year ending June 30, 1902:

The work throughout the island has been on the whole satisfactory, and, in my pinion, we have achieved more than we had any right to expect. If you take into onsideration the different education which the people of Porto Rico had—their ays, habits, etc.—you will find that to implant a new system is a question of time, abor, and perseverance; therefore, I think that the work that has been accomplished is more than satisfactory, and I am glad to say our teachers and pupils have egun to accustom themselves to our public school system, which, undoubtedly, is ar better than the one they had.

I do not think I need to mention the increase in number of schools and in the number of children attending them to-day. This matter you know perfectly well. As I have not been able to visit the whole 16 districts of the island, I regret that I can not give you a thorough report on each of them, but I beg to say that the districts that I have visited I have found in quite a flourishing condition. During the year we have had a few little troubles that have been settled quietly. Of these cases you have separate reports on the office file of the department.

Since April 1, I have had charge of district No. 1, as acting supervisor, in the place of Mr. William H. Armstrong, resigned. Although the former supervisor will no doubt give you a report of the district for the time that he had it under his charge, I respectfully submit to you the following:

In taking charge of the district, I am glad to state that the local school board, composed of very good men, was willing to assist the department in everything pertaining to the advancement of education. It expects to better the condition of the schools for the coming year by opening several new grades, and making some repairs to the buildings now used for school purposes. The teachers fulfilled their duties satisfactorily, and the general work gives good results.

I am also glad to report that the local board has met all its financial obligations, and that for the next year it will have a budget of about $30,000, with which amount the public schools of the district of San Juan should be greatly improved.

On the 7th day of June English examinations were held in this district. About 90 per cent of the teachers were examined, and although some of them, perhaps, were weak in their knowledge of English, yet they showed a very decided interest in acquiring it, and the department will find that next year these examinations will give greater results.

All the difficulties mentioned in the last report about the schoolhouses, and the need of furniture and sanitary arrangements, etc., will no doubt be obliterated during the coming year, as the finances of the school board are in a quite prosperous condition.

Respectfully submitted.

ALBERT F. MARTINEZ, *Field Supervisor.*

Dr. SAMUEL M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT NO. 1.

SAN JUAN, P. R., *July 1, 1902.*

DEAR SIR: I have the honor to inclose herewith my second annual report of the ıblic schools of the district of San Juan, P. R.

GENERAL OPPOSITION ENCOUNTERED.

Notwithstanding all the difficulties that have been met, as foreshadowed by the emarkable figures presented in the United States Government Census taken in 1900 ith reference to the intellectual and moral status of the island of Porto Rico, there as been a distinct measure of progress obtained in educational work. As a whole he people are coming to understand that our purpose is to uplift and improve them. ur customs, at many points so opposed to their own, have not always been and are ot yet fully understood; and there is a conservatism which can not be expected to ield readily, the old traditions, to new and untried systems and theories.

To the free education of the common public schools, it must be frankly admitted hat the church does not accord its sanction. While there has not been open oppoition, a distinctly unfriendly feeling has been shown, whose influence has been felt

to no small extent. Religious schools are popular among the wealthier classes, and those holding close church affiliations are widely patronized.

The methods of instruction in these schools are far from being modern except in those schools established under some American system, where the methods of instruction therein pursued are in the main good, though strongly sectarian.

In general the Spanish residents of the island, the greater number of whom are located in San Juan, are not friendly to our institutions in an undisguised and pronounced degree. It goes without saying that our schools are not favored by the Peninsularites, and as they are found in such large numbers in San Juan, the opposition met with from this source may be counted as a considerable factor.

Among the Porto Rican families there are some whose children have been or are being educated in American schools, and the influence of these has been friendly and very helpful indeed. Among them is a strong and healthy school spirit, a desire to have their children learn, and to aspire to a higher and more fruitful life than they themselves have lived.

COEDUCATION.

Until the present year coeducation has been entirely contrary to the old Spanish customs; in fact it was regarded as a means to the ruination of the people. To place boys and girls together in the same room without a guardian was an unpardonable crime.

At the beginning of the school year I had determined if possible not only to completely reorganize the system, but to break up this objectionable custom at once, regardless of public sentiment; and after laying my plans before the honorable commissioner of education, Dr. M. G. Brumbaugh, I proceeded to carry them out to the best of my ability. I called a meeting of the principals and teachers of the district, laid my plans before them, and instructed them in the duties which they were expected to perform. Courses of study were laid out before them to follow, rules of discipline were explained to them, pertaining not only to the order and conduct of pupils, but the conduct of teachers also. First of all they were instructed to enroll boys as well as girls in all schools, and separate them only in the upper grades.

The plan was publicly announced in the newspapers, but objections at once arose from all sides. It became necessary to close my office to all except teachers. Attacks were made upon me in every Spanish paper. The halls of the school buildings were crowded daily with parents and servants who went to protect the innocent ones during school hours. This was very objectionable at first and greatly impeded the work of the classes. In view, however, of the fact that the guardians themselves might learn something of our methods as well as our good intentions, and that they might see our equipments so utterly strange to them, I considered that little harm and perhaps some good might be the result of permitting them to remain in the schools; indeed a general invitation to visit the schools was sent to all parents. It required but a short time for these parents to learn that the American school was a great institution, where their children could get not only a good free education, but be under good moral influences at the same time. At present, sad to relate, it is difficult to get parents to visit the schools at any time.

It has now come to be realized that coeducation is indispensable for the future social, moral, and intellectual advancement of the people of the island. Again, it has come to be realized that such association means a higher moral character building through boys, to cherish a higher respect for girls whom they have been hitherto taught to rate as inferior to themselves.

Scholarship thus becomes advanced through the healthy competition which leads a boy to keenly dislike being outdone by a girl. That this means much in the social aspect of the future is already seen in the tendency toward the breaking down of old customs, which did not permit a woman to go unattended anywhere, and forced teachers formally calling on the supervisor to do so in company with a greater or less number of companions, but who on business errands now in nearly every instance exercise independence and visit the office unaccompanied.

DISCIPLINE.

Discipline in the schools and in the homes of Porto Rican children was not known until the latter part of last year. In most of the homes good discipline is still unknown, but in the schoolroom at least good discipline and promptness has been better learned by both teachers and pupils.

The magnitude of the task of maintaining effective discipline in the schools of Porto Rico can not be properly appreciated by those not familiar with the peculiar and unusual conditions which obtain in a country where the benefits of education of

ny sort have hitherto been always denied to the masses, and a life of domestic ·uelty attended by the most primitive customs has so dwarfed and stunted the haracter of the common people as to leave them destitute of the finer and more olished graces of civilized existence.

In the rural districts of the island, however, I have observed that better results in ıis way have been made and much more easily and definitely reached than in the ity, as in the former there are fewer diversions to absorb the youthful minds and ·ithdraw their attention from their work, and where, in fact, the school has at once ecome the chief center of thought and action and opened to dull and remote little ommunities a welcome source of interest and amusement.

The sympathy of parents, while in the main with the purpose of the schools, so ar as is understood, is not actively enlisted on behalf of the teachers, and the senti- nent has often been antagonistic to the details of our organic work and the mainte- nance of good discipline.

Here as also in the evil influences which flow from the association with the hun- dreds of children not in the schools—children of prostitute parents—an association unavoidable in the crowded tenement-life district of San Juan, we have encountered a most serious obstacle to material progress.

POLITICAL INFLUENCES.

Factional political differences which attain to such bitterness among all the Latin races are far from exceptional here, and greatly interfere in many ways with the administration of good government in the schools. In fact the baneful effect of this can not be too much emphasized. The height to which passion here becomes inflamed, especially during election campaigns, is inconceivable to the people of the United States who are unfamiliar with the character of the inhabitants of Spanish-American countries.

In the United States, neighbors, business partners, and even brothers, may be identified with different party organizations without loss of mutual respect or regard, but here to be opposed in political faith means not alone discord, but too often deep and abiding enmity.

This fatal animosity enters into all the relations of life, cankers social intercourse, and penetrates the home. The schools can not and do not escape, and the evil influence does much to counteract and destroy the effect of more conscientious work.

A further evil is found in the intimacy which often exists between teacher and parent of the pupil, the effect of which is to render the former averse to the enforc- ing of effective control through the imposition of proper punishment.

Of course most of the native instructors have as yet but misty ideas of good disci- pline, as they are in quite too frequent instances more or less unqualified for their work in other ways.

A large measure of our past troubles has been and is still due to the causes thus briefly outlined, but there is every reason to believe that matters are improving, as before remarked, and to hope that in time, as better public sentiment and general knowledge grows, that these obstructions will be largely eliminated.

REFORMATORY SCHOOLS NEEDED.

It is unfortunate, in my opinion, that laws have not been enacted providing for compulsory education, for establishing reformatory schools where refractory pupils could be sent, and for providing for reasonable exercise of corporal punishment in the schools.

Only one section of the school laws touches on the relations of teachers and pupils under a general clause which provides that teachers shall treat pupils in a humane manner, which is as follows:

"SECTION 25. Teachers in the public schools of Porto Rico shall at all times treat their pupils humanely and kindly, and the commissioner of education shall provide such rules and regulations for the discipline of the pupils in the public schools as to enforce the spirit of this act."

No right-minded person can desire to do otherwise than obey the spirit of the law. This law, however, allows no protection or power whatever to the teacher, and as a result the teachers or respectable pupils are at the mercy of the street ruffian, who attends school knowing that he will not receive corporal punishment for any of his misdemeanors. The punishment imposed upon him will at most be expulsion from the school.

The maintenance of good discipline is impossible if the teacher be not allowed to administer a merited castigation within reasonable bounds, where all other means

have failed. The ordinary Spanish methods of enforcing order by placing refractory pupils into a room without light or ventilation for several hours, by causing them to crawl under the teacher's desk, or to kneel upon the floor, or to hold slates in each hand at arm's length for a stated time, have in nearly every case been found an entirely inadequate means of enforcing good discipline. In some cases teachers have secured written permission from parents to punish incorrigible children, by slapping their hands with a light ruler or rod, and when this has been done the effect upon them and most of the witnesses of the punishment has been excellent. The practice of sending such children home to be returned by the parents, or to play in the streets, has not been productive of specially satisfactory results.

Referring again to the attendance so bad in many of the classes, I have the honor to refer you to the general order under 202 of the school laws of Porto Rico, published in both the Spanish and English languages, which reads as follows:

"*Attendance may be enforced.*—When a pupil enters in a public school in Porto Rico and is enrolled as a member of the school, the pupil shall be regarded as a member of the school until legally dismissed by the proper authorities. The regular and prompt attendance of such pupils shall be compulsory, and the alcalde of the municipality shall enforce attendance, and the police judge may fine parents for failure to have their children regularly in school after they are once enrolled."

No attention whatever has been given to this law. Pupils have been presented to the alcalde and this honorable gentleman has been repeatedly notified of absences that have unnecessarily occurred in the schools. Many requests have been made to enforce this law, but not a single fine was imposed nor was any action ever taken by him.

The importance of enacting a better and more far-reaching and effective system of school laws becomes more and more apparent as experience in our work accumulates, and it may be safely said that we can not hope to accomplish much until education is made compulsory and there are regulations adopted and enforced governing the conduct of children in the streets and public places.

I would respectfully recommend the appointment of a native truant officer, whose salary could be increased by an additional percentage allowed him from fines imposed upon the parents who fail to comply with the above law. A truant officer depending upon a regular salary would at present be of little service, because political influence would undoubtedly be too strong to guarantee honest work.

I desire to call attention to the obvious fact that good discipline can not be hoped for in schools presided over by teachers who themselves are rebellious against authority. There have been a few prominent instances of this which have wrought most serious results. One such instance occurred during the latter part of the present school year. The principal of a school, having absolutely refused to carry on the tuition of her highest class in another building when instructed to do so by the supervisor with the approval of the commissioner of education, when summoned before the latter she refused to reconsider her action, and her immediate resignation was called for and accepted. The vacancy thereby made was filled by a bright young native woman who had been educated in the United States, where she had been sent by the first commissioner of education of Porto Rico.

As has already been said, there has been a gradual improvement in the native teachers, in both their methods of teaching and their discipline. A few of the more progressive teachers, mostly men, have done most excellent work and are deserving of the greatest praise. In many instances they have been handicapped by being obliged to complete the unfinished work of some unqualified teacher who taught the class the year before. These teachers have devoted their spare moments to the study of subjects most helpful to them in their profession, and attending instructive lectures.

I regret to say, however, that there are many teachers to whom the above does not apply in the least. Their motto is "Get the most ye can and give the least ye must." The standard of scholarship of these teachers is indeed very low, and I venture to say that not more than one in every ten of the teachers holding principals' certificates is capable of teaching a fifth grade; and what is more, many of them are less qualified to teach any class than some of the more energetic younger teachers holding grade certificates. This discouraging state of affairs is largely due to the fact that many of the teachers take little or no interest in their work. They desire the salary with as little work as possible. They study but little, if any; and they attend lectures only when it is compulsory for them to do so. Seldom, if ever, have they visited either the pedagogical or the public library, notwithstanding the fact that they have passed these buildings almost daily. In fact, I have learned by inquiry that no more than five native women teachers of the district have seen even the inside of the public library. The native men teachers, or the American teachers, could be found in either library almost any afternoon after school hours. Other causes have unfor-

LAS MARIAS RURAL SCHOOL.

tunately retarded the progress of our schools, such as lack in normal training in our native teachers, parents' lack of interest in the schools, evil influences already mentioned in the homes, political influences upon parents, teachers, and members of the local school board.

THE LOCAL SCHOOL BOARD.

The local school board has the power of rendering us great assistance in effectively carrying on the school work if it desires to do so. It is therefore necessary that we look to its members for aid, not only to provide suitable buildings and grounds for schools, but to stimulate more enthusiasm in those teachers whom we are endeavoring to imbue with modern American ideas. This board is composed entirely of native gentlemen, one lawyer, one physician, one employee of the city government, and two merchants, one of whom was an officer in the Spanish army at Porto Rico, and claims to have the honor of ordering the first gun fired in Porto Rico against the American ships during the Spanish-American war. These gentlemen are intelligent and undoubtedly well meaning. Nevertheless their attitude toward Americans differs but little from that of the other natives, and their knowledge of American business methods, American school systems, or anything else American is indeed but limited. As is their nature, they have been exceedingly slow to act either in the recommending of suitable persons to teach or in the repairing or remodeling of buildings rented for school purposes. Many members of the board have been guided more by political influences than by sound judgment. The funds of the local school board have at times been limited, causing some delay in many necessary repairs in school buildings, yet all the delay has not been caused by lack of funds, and in several cases the sanitary authorities have demanded immediate action of this board.

The progress of the school work has often been impeded by the unnecessary delays which have been made by the local school board in recommending substitutes or regular native teachers to the board of education, and in several instances classes have been several weeks without teachers. Persons have been recommended for appointment to teach who know absolutely nothing about teaching; recommended not because of their ability to teach, but for political reasons known only to certain members of the board.

First-class teachers have been transferred from the city schools to rural schools in order to make room for friends who were given positions in the city schools regardless of their ability or inability to teach. The local school board is of the opinion that American teachers should have no authority given them in the schools except as instructors of the English language.

AMERICAN TEACHERS AS ASSISTANT PRINCIPALS.

As an experiment this year American normal graduate teachers were placed in the schools as assistant principals. The duty of these American assistant principals was not only to supervise the English language work, but to teach the native principals and teachers how to conduct a school according to American methods. The local school board and a few of the native teachers were and still are greatly opposed to the plans thus adopted.

It may therefore be readily seen that the members of the local school board are so occupied with their daily duties that they have little or no time to make any study of the American school system. Undoubtedly more valuable assistance could be rendered us if one or two intelligent Americans were connected with the board, members from the board of public works or from the board of health.

Certain members of the local school board have even gone so far as to oppose our methods of instruction and to advise native teachers to omit certain courses of study. The teaching of current events was at first bitterly opposed because it was feared that teachers would buy newspapers of a certain political denomination.

Difficult as it is to overcome the many obstacles which confront us at the present time, one of which is the appointing of teachers, much of the friction which now exists between the supervisor, the local board, and the board of education could, in my estimation, be averted were the board of education to adopt a new plan of appointing and reappointing of both native and American teachers.

The credit of the progress already made in the schools and their present good condition is due to the faithful American teachers and those native teachers who completed their education in American schools or who have gladly accepted the American ideas and taught them in Porto Rico.

I am of the opinion that all teachers should be examined for reappointment at least once every two years. The certificates now held by teachers prove only that the holders thereof have passed an examination in a few elementary subjects, some

of which have but little to do with the grade of work they are now endeavoring to teach. Positions in the schools of the capital should be given only to those who successfully pass a competitive examination and can show that they have attained the best records.

Normal school graduates, in my estimation, should not be exempt from taking these examinations, although they may have received a better training for their work, yet many of them will not be at all dispossessed of certain objectionable and characteristic qualities of some of their colleagues. San Juan being the representative city of Porto Rico, its schools and its teachers should be the best.

COURSE OF STUDY.

The course of study outlined by the former commissioner of education has been carefully followed out as far as it has been practicable to do so.

As many of the parents do not send their children to the schools until long after the first grades are formed, it has been necessary to form special preparatory classes in order that the regular work may not be hindered by those entering so late in the year. In these preparatory classes the regular course of study is not followed.

In addition to the courses of study prescribed for the schools, drawing and music have received special attention. The most modern methods have been used in the teaching of music, and excellent results have been attained. Music charts were supplied to the schools this year for the first time, new books being also introduced. Pupils are now able not only to read easy music at sight, but to sing some twenty-five songs written in English, including many of the national airs. The credit of this work is due to Miss Nadal, a bright native teacher, whose faithful work received special mention in last year's report.

Drawing and clay modeling was introduced as a regular course into the schools last year for the first time. This department has been in charge of an American teacher, who did excellent work, notwithstanding the fact that no equipment was furnished her department. I respectfully recommend that more attention be given to this department. Mechanical drawing leading to a course in the handling of tools is of the greatest importance as a means of developing in these boys a strong desire to become mechanics. Porto Rico is already overrun with native and American doctors and lawyers, many of whom can barely make a living. A first-class native plumber is not known in Porto Rico, or at least not in San Juan. There are hundreds of so-called good carpenters and masons who do not know the first principles of modern building construction. Draftsmen, called architects, who never saw a modern building, still design their structures in the same old style that has existed in the island for hundreds of years.

The boys care less for books than the girls. They love to draw and to handle tools. The same children who now despise labor of any description that will soil their hands can, through the influence of our schools, be taught to become good mechanics, draftsmen, or agriculturists. The United States Government has already given special opportunities to Porto Ricans who are qualified to enter the Navy as machinists, carpenters, plumbers, or mechanics of any description, yet the island is unable to furnish men of this description.

NEED OF INDUSTRIAL SCHOOLS.

The fund for the new public library, so generously presented by the Hon. Andrew Carnegie to the people of San Juan, will be of vast benefit in a general way to the people, as the good influence of book reading is already shown in the results which have come from the generous use of the present public library, where most of the seats are occupied nightly by the young; yet it is my belief that our wants in the way of a supply of books are already well filled, while first-class technical, industrial, and agricultural schools are among the crying needs. If some of the philanthropists in America who are seeking a channel through which to do a large good with their money will investigate in this line they will look no further, because in the establishment of such an institution lies the means of bettering the moral welfare and increasing the practical usefulness of the Porto Rican people such as can be found through no other.

The influences of these schools have so profoundly impressed themselves upon our nation that the force for good they would present here can not be questioned. Educated mechanics have made a factor in the growth and prosperity of America second to none other.

To teach the boy manual training helps him to help himself, puts him in a way to choose his life work, while in a similar way almost as much may be said for the girls in this practical age.

Prejudice against labor of all sorts in Porto Rico has bred men of small usefulness and limited achievements, and women whose knowledge of domestic economy makes them helpless and extravagant wives. Girls have always been wallflowers, and a well-educated woman, except those who have been schooled abroad, are rarities.

The suggestion occurs to me as a good one that much in moral as well as in an intellectual way would be attained by keeping an industrial school open nights and Saturdays, where children who do not have school privileges by day might gather and study under a cheap and informal system of instruction. It would be found to grow in popularity with time. The normal school just completed should by all means have a department of manual work where lectures could be given and other instruction furnished in this line.

SPECIAL CLASSES FOR TEACHERS.

Another feature of the school work has been the special classes in music and drawing, organized at the beginning of the school year for the purpose of instructing teachers in those branches and the methods to be used in teaching them. These classes were conducted twice a week by the special teachers in charge of those departments. Attendance at this class was made compulsory.

RECESS.

Recess has been omitted from the programme of all schools and calisthenic exercises substituted, the reason for which is that the children return from recess in an overheated condition, making them absolutely unfit for study for nearly an hour after reaching their seats. Again, the streets are the only playgrounds, and the noise arising from several hundred school children is anything but agreeable to business men or families living in the vicinity of a schoolhouse.

Calisthenic exercises were made compulsory for teachers as well as for pupils, although strongly opposed at first by many native teachers, who considered the exercises detrimental to their health.

THE EVENING SCHOOL.

The second year's work in the evening school has been very satisfactory indeed. Much better and more satisfactory work, however, might be obtained if the school were transferred from the Colon Building to the Lincoln Building. The latter building is larger, cooler, more central, and better equipped in every way, while the former is small, unsanitary, poorly equipped, and located on the edge of the town. The local school board and the city authorities have been requested to illuminate the Lincoln Building, which is already wired. Promises to do the work were received from the mayor of the city and members of the local board, but nothing was ever done.

During the present year more than 200 men and women applied to enter the evening classes, although only 75 could be accommodated. The evening school is a most important factor in the education of the working people, and should not be in any way neglected.

The courses of common studies should be increased, and more competent teachers should be employed. The strongest courses should be common arithmetic, Spanish, English, United States history, geography, mechanical drawing, stenography, and typewriting. The teachers should be employed as regular teachers, and classes should be conducted every evening of the week except Saturday evening. Occasional lectures and concerts should be given for the benefit of evening-school pupils.

SCHOOL BUILDINGS.

The buildings now used for school purposes are remodeled dwelling houses, and although a vast amount of time, money, and labor have been expended upon these ancient dwellings, they are still far from being satisfactory as schoolhouse.

The style of architecture and the peculiar construction of the Porto Rican buildings have made it practically impossible to convert the same into modern school buildings. Like those of other old Spanish cities, the average building of Porto Rico is a two-story flat-roofed structure, built on the Moorish style of architecture, with exterior and interior walls faced in cement, decorated in stucco, and very neatly painted or colored.

The general form of the buildings is a hollow square, in the center of which is an open court or yard, or "patio," as it is called. On the upper floors the front of the building is occupied by a spacious stairway and one large room with two side rooms

which overlook the street. From this large front room a short passageway leads back to an open corridor, which extends along the inner side of the building and overlooks the patio. Opening into the corridor on either side of the patio are small dungeon-like bedrooms, separated from each other by thick brick walls, while located in the rear are the servants' rooms, the kitchen, and the water-closet, if such it may be called.

The ground floor, which is generally occupied by the poorer class, is cut into rooms similar to those above, although much smaller, which open directly into the entrance hall or the patio. The average bedroom is only about 10 feet square, and receives light and ventilation through the arch doorway leading into it. The interior of the building is, in fact, a mass of arches and brick walls, varying in thickness from 6 to 18 inches, many of which can not be removed without weakening the structure. After tearing away all the lighter walls and arching the heavier walls for the purpose of obtaining space, it has been impossible to make well-lighted or well-proportioned schoolrooms.

The wooden buildings of the rural district are so constructed that almost as much time and money is required to properly remodel and repair them for school purposes as would build new houses. The Ponce de Leon and the Washington rural school buildings are good examples of remodeled wooden buildings, and they are now in such a decayed condition that it is hardly safe for classes to enter them.

The exorbitant rents paid for school buildings and the cost of remodeling and maintaining them has already amounted to nearly enough to pay for the erection of a large, first-class modern school building in or near the capital.

The McKinley school building was added to the list in October, and, without exception, is the most modern, the most sanitary, and the best equipped building in the district. The rooms in it, however, are not all satisfactory as schoolrooms, as two of them are very long and hardly wide enough to admit three rows of desks. There are in all six class rooms, five on the first floor and one on the ground floor. Opening into the patio on the ground floor are several small rooms that could be remodeled into class rooms, providing enough light could in some way be admitted to them. The office of the local school board is also located on the ground floor. In the rear of the building is a large garden on which the children have taken special interest. The school is one that the people of San Juan have reason to be proud of. Scores of excursionists and many others interested in school work have visited the school during the year.

A great improvement in the sanitary conditions of the buildings has been made, although a number of them are still in a very unhealthy condition. The Colon and the Ponce de Leon schools were closed by the health authorities for two weeks, because the local school board had failed to comply with the the health laws. The Santurce primary and the Washington school buildings are in bad condition. The McKinley and the Lincoln schools are thoroughly equipped with modern American plumbing. The William Penn building is in first-class condition in every way. In many of the buildings the unoccupied rooms on the ground floor are filled with decaying rubbish and old broken furniture that should be carried away. The rooms should be cleaned and then sprinkled with chloride of lime.

A person who has never visited a city of the Spanish West Indies can have but little idea of the unsanitary conditions which existed before the American occupation. The civil and military government buildings were no exception, and, while the health authorities have done a wonderful amount of work in Porto Rico, yet the same conditions still exist in numerous sections not excluding San Juan. In the patios of several of the school buildings, located within a few feet of a well of drinking water, were found covered cesspools that had not been cleaned for years. The same may still be found at the Machuchal School. The water-closets consisted of narrow, tunnel-shaped iron bowls which emptied into leaky sewer pipes leading to the cesspool. Sewer traps or ventilating pipes were not used.

In consequence of the conditions which have existed, it has been my painful duty to place monitors over the pupils for the purpose of teaching and obliging them to use the modern water-closet properly, and while it has never been the duty of the supervisor to act in the capacity of janitor, health officer, or general mechanic, yet as much time has been devoted to this work as to the regular school work.

Your attention is respectfully called to the absolute necessity of appointing intelligent, clean, trustworthy men for janitors in the schools.

Good janitors are as necessary for the proper protection of school property and the good condition of the school buildings as good teachers are necessary for the teaching of the classes in them. I regret to inform you, however, that there are but three good servants in the district. These may be found in the Lincoln, McKinley, and Santurce schools. Women or boy servants have been employed in the schools, and the work, at times, has been not only half done but not done at all, because the

strength or skill of an intelligent man was wanting. It frequently happens that servants are friends or relatives of local politicians, and no little difficulty arises in attempting to remove them from the schools.

After the sad experience encountered with servants last year, I submitted to the former commissioner of education, for his approval, a list of rules and regulations, a few of which refer to the following: Hours for raising and lowering the American school flags; hours for opening and closing the school buildings; hours for and methods of sweeping, washing, and ventilating school buildings; water-closet rules; guarding the building and protecting school property; promptness in answering calls and assisting principals; allowing strangers in the building outside of school hours; smoking, cooking, or doing outside work in the schoolhouse; personal appearance during school hours, etc.

After having been approved, these rules were submitted to the president of the local board with a request that they be printed in both the English and the Spanish languages and be posted in different schools. They were never printed, however, and the servants continue their work and imprudence in much the same old way.

I have the honor to inform you that servants consider themselves highly insulted when called such, and to recommend that they be called janitors.

The school property has in many cases been poorly protected. The local school board has been notified repeatedly that books and other material were being destroyed for want of suitable dry places in which to store them. Books have been lost because the storeroom doors were without locks; others were destroyed by dampness during vacations, having been piled upon the damp pavement because their were no shelves in the storerooms.

The new school furniture should be better protected against the damp climate of the island and against the various insects which infest it, the most destructive of which is the "comejen" (*Termes fatale*), which, after burying itself in the woodwork, eats the interior until only the outer surface is left.

The unfinished sides of the desks and chairs should be painted with creosote mixture; the finished surfaces should be rubbed over occasionally with a little boiled linseed-oil dryer. Furniture placed near open windows should receive an occasional coat of shellac. Fortunately, the Porto Rican boy has no jackknife with which to cut his desk, and if properly cared for the new furniture will last for many years.

With this report I have the honor to inclose herewith my resignation.

My appointment to the military service as lieutenant in the Porto Rican Provincial Regiment of Infantry has taken me out of a field of work to which I was called nearly two years ago, and wherein I have been since continually employed.

I have given my best efforts conscientiously to the task that has laid before me, but while I have accomplished far less than I could have wished, there have been many difficulties to encounter, such as could scarcely have been foreseen, and which have often made the work discouraging.

I can not go to my new duties, however, without expressing to you my profound thanks for the substantial aid you have given me since you assumed the control of the department of education, and the moral support you have extended, which has so strengthened my hands in more or less trying situations. I trust that you and your associates, all of whom have treated me with uniform kindness, will meet with encouraging results in the great work that lies before you.

With my best wishes for your success and prosperity in all ways, I have the honor to be,

Yours, obediently,

WM. H. ARMSTRONG, *Supervisor.*

Dr. S. M. LINDSAY,
Commissioner of Education for Porto Rico.

SCHOOL DISTRICT NO. 2.

RIO PIEDRAS, P. R., *August 1, 1902.*

DEAR SIR: I have the honor to submit herewith my report as supervisor of District No. 2 for the academic year ending July 1, 1902:

The progress in the schools of this district, comprising the municipalities of Carolina, Loiza, Rio Piedras, and Trujillo Alto, has been, on the whole, quite satisfactory.

The most noticeable progress has been made in the study of English. Indeed, in many of the rural schools some of the pupils have acquired a knowledge of English superior to that possessed by their teacher, especially when the teachers are of mature age, as the acquisition of languages then seems to be attended with great difficulty.

The English spelling is noticeable as being superior in many cases to the same pupil's Spanish spelling.

The advancement in geography is also quite encouraging, especially as regards map drawing, for which the Porto Rican children seem to have a special aptitude. In history and Spanish grammar good progress has been made. In arithmetic the progress has been far from satisfactory, due largely to the fact that the Spanish methods of instruction, so long in vogue here, did not aim to teach the scholars to think and reason, but merely to commit to memory a vast number of dates, rules, and dicta of the teacher, and repeat them in a parrot-like way, with only (at the best) a very hazy idea of their real signification. By this method, and in accordance with recognized evolutionary principles, they have developed their memories to a phenomenal extent, while their power to reason has, through long disuse, become atrophied. This is clearly illustrated in history recitations, when pupils will repeat from memory entire pages of the text-book without missing a word, but, I regret to say, when asked to tell what they know of historical events or characters in their own words, they appear to have been suddenly stricken dumb.

In attempting to Americanize the schools here one has to contend with a great many difficulties, noticeable among which are the following:

(1) The system of studying aloud, the disadvantages of which are too numerous to mention. In the Chinese schools the students all study aloud, and if a pupil is detected silently perusing his book the teacher is immediately convinced that his thoughts are wandering and he is recalled to stentorian activity by a sharp application of the bamboo. The Spaniards had the same system, and it is very difficult to break the older teachers of it. Of course they soon learn to have a cemetery-like stillness during the visit of "el señor inspector," but I am often haunted by a suspicion that the old custom is resumed when I am out of earshot.

(2) Another difficulty is the one already alluded to of memorizing without understanding. This can only be overcome by incessant hammering on the subject and by object lessons to the teachers on the faultiness of this method of instruction.

(3) Many teachers have a fondness for oratory and sesquipedalian words and harangue children of tender age in a vocabulary adapted to the last year of a high-school course. This is another relic of Spanish methods and is much more frequent among those who taught under the old régime than among those who have studied under American methods.

(4) The discipline is too often not what it should be, due to a variety of causes, as a failure on the teacher's part in many cases to appreciate the advantages of order over disorder, the extreme nervousness inherent in Porto Ricans, and the noticeable lack of power of concentration due to the physical and mental degeneration caused by the anæmic condition of the majority of the pupils—a natural consequence of insufficient and improper food and unsanitary conditions at home.

(5) One of our greatest hindrances, and one for which there is no apparent remedy, is the extreme poverty and distress prevailing in the island, many of the children having only one suit of clothes and frequently having to be absent from school while it is being washed and mended, while many more are still worse off, not being able to attend school at all on account of a total lack of clothes. Here is a fruitful field for some of the numerous ladies' guilds, sewing societies, etc., of the United States, if the matter could be brought to their attention. Due also to the extreme poverty and dense ignorance of the parents, promising children are frequently taken out of school and sent to pick coffee or help around the cane fields for a beggarly pittance of 10 or 15 cents a day, forgetting nearly all they learned and associating with the lowest and most demoralizing elements. Sometimes a threat to have a father arrested for violation of the compulsory-attendance order will bring about the restoration of the child to school, but in the majority of cases nothing results. The old Roman idea of the father's life and death power over his children seems to be deeply implanted in these people, and the ambition of many of them seems to be to raise a large family, not that they may educate and make useful citizens of them, but that they may force them to work as early as possible in order to support paterfamilias in innocous desuetude and a hammock.

The teachers in this district are distributed as follows:

Town.	Principal.	Graded.	Rural.	Agricultural.	English.	Total.
Carolina	1	4	8	1	1	15
Loiza	.....	2	6	.....	1	9
Rio Piedras	1	5	7	.....	1	14
Trujillo Alto	.....	2	5	.....	1	8
Total	2	13	26	1	4	46

The following classification of teachers is based on careful observation, and the adjectives "Excellent," "Good," etc., are to be taken in a comparative and not an absolute sense, with due allowance for the inferiority of the material of which the native teaching body is composed, as compared with the teaching body in the United States:

Qualities.	Excellent.	Good.	Fair.	Poor.
Ability to teach	9	16	18	8
Ability to govern	7	13	23	8

The number and kinds of schools, the average total enrollment of pupils, and the average total daily attendance in this district are shown in the report of the statistical supervisor.

To summarize this information, combining the three classes of schools, this district has 41 schools, together averaging an enrollment of 1,917, of which 1,601 is an average daily attendance, equal to 82 per cent of the enrollment.

The Carolina agricultural school is entitled to a word in passing. The poor record this school has made is due largely to the fact that the "dignity of labor" is not estimated in Porto Rico at its true worth. Carolina is a town largely devoted to the cultivation of sugar cane, and as that work is performed exclusively by the peon labor there is naturally very little enthusiasm among the children of the town for agriculture. The location of an agricultural school at this point was a mistake, and it should be changed to rural or graded.

The four towns have expended the following sums for educational purposes during the past year:

Town.	Amount expended for school purposes.	Percentage of entire town income appropriated.
Carolina	$1,759.86	15
Loiza	1,111.14	15
Rio Piedras	1,979.40	18
Trujillo Alto	519.94	15
Total	5,370.34	.....

There are now in the district 800 modern desks, of which Carolina has 265, Loiza 150, Rio Piedras 270, and Trujillo Alto 115. These were all donated by the department of education, with the exception of 25 which the Carolina local board purchased of the priest of that town, who tried to conduct a parochial school, but could not make it pay. There is a great need of more desks, as the only furniture in nearly all the rural schools consists of long benches of the most primitive type, extremely wearisome for the children, and with no place for them to write, unless they do as I have sometimes seen them—sit on the floor and place their copy books or slates on the bench, thus making a fair desk, but not a very comfortable one. In some of the schools at the beginning of the year there were not even enough of the rude benches, children sitting on the floor, boxes, etc., but as a result of persistent labor with the school boards there are now enough seats, such as they are.

Of the four night schools, one in each town, inaugurated this year, two have been gratifying successes and two failures. Contrary to my expectations and all apparent probabilities, the successes were in the two small towns of Loiza and Trujillo Alto. There seems to be a more earnest desire for education and more "stick-to-it-iveness" in the country than in the towns.

There is too little regard paid to sanitary arrangements by teachers and school boards, and it requires constant vigilance to keep things in even a moderately decent condition. There is great need of instruction in hygiene and physiology, as the people, due to their dense ignorance along these lines, are constantly violating about all the fundamental hygienic principles. As an illustration, there is a firm belie among all Porto Ricans, handed down from generation unto generation, that there is something noxious and deadly about night air, so that when the family retires the house is as nearly hermetically sealed as possible, and from 8 to 9 at night to 7 or 8

in the morning a dozen or so people sleep in two or three small rooms without a particle of ventilation, inhaling and exhaling an atmosphere that simply baffles description. The frequency of tuberculosis and kindred diseases is not surprising; the only wonder is that there are no epidemics. Children subject to this sort of bringing up necessarily come to school with torpid minds and are incapable of anything like as good work as if raised in a sane manner. By instructing the coming generation of fathers and mothers to "know themselves" we can greatly ameliorate these people physically and mentally, along both of which lines they certainly need amelioration in allopathic doses.

There is a good need of modern ventilated school buildings in the rural districts, many of the buildings now in use being entirely unfit for the purpose, but at the same time being the only building available in the locality—a veritable "Hobson's choice." Owing to the small amount of money at the disposition of the local boards and their "conservatism" (to use a charitable and euphonious term) it is evident that the department of education will have to build whatever rural schools are built.

The schools of this district are well equipped with text-books and supplies. Would recommend that next year a good Spanish grammar be added, together with the elementary work on hygiene and physiology above referred to.

In conclusion I should like to say that in my opinion the school is the most potent force we have for the Americanization of this island. Very little or nothing can be done with the adults, but the children demonstrate clearly by their zeal in the study of English, by their rapid acquisition of American songs and games, by their interest in the geography and history of the United States, by their enthusiastic celebration of our national holidays, and in a thousand other ways that they possess a realizing sense (which most of their elders unfortunately do not) of the grandeur of our Republic and of the superiority of American methods and institutions over the antediluvian ideas and customs which have prevailed in this island for so many centuries, and to which the great majority of the adults cling with a tenacity incomprehensible to us, apparently having for their motto "Laudare tempora acta."

Well might one say of the people of this island as Isaiah said of the tribe of Jesse, "A little child shall lead them."

Respectfully submitted.

ALFRED S. NORTHRUP, *Supervisor.*

Hon. S. M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT NO. 3.

FAJARDO, *July 14, 1902.*

SIR: I have the honor to submit the following annual report for the year 1901-2: This district comprises the three municipalities of Fajardo, Rio Grande, and Naguabo.

Municipality.	English teachers.	Principal.	Graded.	Rural.	Number of pupils.	Average attendance per school.
Fajardo	5	1	11	8	985	46+
Rio Grande	1	.....	3	11	817	58+
Naguabo	1	.....	3	7	581	58+
Total	7	1	17	26	2,383	.....

The increase of schools over last year is 5. Fajardo shows the poorest attendance. To the 2,383 day scholars should be added 217 pupils attending night schools in Fajardo and Rio Grande. This raises total attendance in district to 2,600. The total cost of education will amount to less than $10 per capita.

Great advancement has been made this year besides increasing the number of schools. The attendance has been very much improved; schoolhouses are also better equipped. A new agricultural school building has been erected in the municipality of Rio Grande. A large 9-room, 2-story stone building, costing $16,000, is ready for use the coming year in Fajardo. Teachers show a decided improvement. They are more alive to their duties and responsibilities, and opposition to the modern system of education is less pronounced.

Many new school desks have taken the place of the old torturing benches, much to the satisfaction and comfort of the children. The lack of proper food and suitable clothing is still a great hindrance to regular and punctual attendance. The

ause in the new school law aiming to enforce regular attendance has been a failure n this district, owing to the fact that the police judges were so afraid of offending heir friends that they would not inflict punishment, although pupils were reported ime and time again.

TEACHERS.

The teaching force of the district has been much better than last year. A number of teachers who attended the summer normal last year have been employed, and without exception show much improvement.

Other teachers who have gained certificates by passing examination have helped to swell the number of teachers who know that they do not know it all, but realize that there is still room for improvement. These new teachers have been a great help in improving the older ones, some of whom holding certificates from the Spanish nornal school thought that they knew it all and improvement was unnecessary.

TEACHERS' MEETINGS.

Teachers' meetings have been held and some good results gained, but for several reasons they have not been as successful as was hoped. Chief of these causes of failure were impassable roads, failure of teachers to take part in the exercises, and last, but not least, the difficulty in keeping up a friendly feeling among the teachers.

RURAL SCHOOLS.

Rural schools have shown even more improvement than town or graded schools. Although they have so many inconveniences to contend with, such as bad roads, long distances to travel, inconvenient opportunity for lunch, poorer and smaller school buildings, as well as poor furniture and poor teachers, yet they have attended very regularly, often showing an average of 95, and even 100, per cent in some cases. It makes one's heart ache to see how eager some of these poor mountain boys and girls are to learn—every faculty alert, every nerve intent to learn. Half clothed, less than half fed, they come through the brush and mud, through rain, over mountain and river, wet to the skin, yet they come. Perhaps they had a sup of coffee and a cold sweet potato for breakfast, but no dinner, and a supper that you or I would not eat. Such is their existence. Such devotion and hardship is worthy of reward.

INDUSTRIAL SCHOOLS.

Industrial schools are needed; no one will deny this. These children are grasping at straws like a drowning man. They grasp at the straws of education in their weak efforts to save themselves. Will they ever get enough of that precious article to gain their living by it? We need to teach them how to work; that work is honorable; how to be useful citizens at the same time that they receive instruction from their books.

ENGLISH TEACHERS.

The English language has received good attention as far as the graded schools are concerned. Pupils and Porto Rican teachers are taking a lively interest in it. Many pupils can now be found that can converse quite well in English. The position of English teacher is a very important one in our work; these teachers should understand Spanish in order to be of much value in teaching. Upon these teachers depends more than the simple teaching of English; they should be models in every particular for our Porto Rican teachers.

SCHOOL BOARDS.

The school boards of this district have shown a friendly feeling, without exception, this year. Some boards have been unable to meet their obligations to teachers, but they have always shown a willingness to do all in their power for the schools. More care should be taken by some school boards in keeping the records of meetings and the disbursement of funds.

Some boards seem to think that where one teacher only applies for a school, and the day arrives for awarding the schools, that they must give this applicant the school, instead of waiting and advertising for other applicants in order to get a better one than the first applicant. This is undoubtedly wrong. It is the best teacher that is wanted, and they have a right to choose and need not take any or the first that applies and presents a certificate.

PUPILS.

Porto Rican children are bright, considering their surroundings and opportunities. As a rule they are good imitators, have good faculties for committing to memory, but they are poor reasoners. The behavior of the pupils is very good, considering that they have had so little restraint at home. Many are poorly developed, are easily affected by any unfavorable weather or malady that may be prevalent; they are excitable, very superstitious, nervous, and restless.

GENERAL TOPICS.

Teachers' examinations have been held at different times during the year. They have been poorly attended, and not one of the candidates has received a certificate. While I would like to see a high standard maintained, yet I think these examinations are unnecessarily severe at the present stage of advancement in Porto Rico, and considering also the scarcity of teachers.

At the invitation of the commissioner of education, a conference was attended by the supervisors during the last days of May and 1st of June similar to the one held last year. These conferences are of great benefit to the supervisors, and no doubt, also, are a great aid to the commissioner, but should be called at a time when the supervisors have more leisure to leave their districts.

The 22d of February and the 14th of June were observed by appropriate exercises in many schools throughout the district.

Rural school teachers have been encouraged to have Saturday reunions occasionally at their school-houses. These reunions have been a great success, and have aroused interest and enthusiasm in some barrios where everybody seemed to be in a comatose condition. At these Saturday reunions the pupils speak pieces, read essays, and sing patriotic songs. Leading citizens attend and make encouraging and appropriate speeches. Often a good dinner has been prepared and a general good time is enjoyed.

Respectfully submitted.

EDGAR L. HILL, *Supervisor.*

Dr. S. M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT NO. 4.

HUMACAO, P. R., *July 1, 1902.*

SIR: The present supervisor took charge of this district September 1, 1901, having been transferred from the district of Guayama. The school district of Humacao comprises three municipalities, viz, Humacao and its barrio Las Piedras, Yabucoa, and Juncos.

Upon arriving at the headquarters of the district, I found the local board disorganized owing to the removal of several members, who had been dropped according to section 7 of the school laws for nonattendance at meetings and removal from the district. Some trouble was experienced in organizing a new board, the result of a misunderstanding with the district court of Humacao, which claimed certain members of the board who had been dropped for nonattendance at meetings were still active members of that body, and refused to appoint the new members nominated by the department of education. After some delay, the new members were appointed and the board was finally organized during the last week of September. Teachers were immediately elected and the schools of Humacao, as well as those of the entire district, were opened September 30.

In the municipality of Humacao, 1 principal, 8 graded, 9 rurals; in Juncos, 4 graded, 6 rurals; in Yabucoa, 1 principal, 2 graded, and 4 rurals were opened at the beginning of academic year, with a corps of 34 native and 3 American teachers, consisting of 24 white males, 12 white females, and 1 colored female. One graded school at Juncos was placed in charge of English teacher temporarily, pending the arrival of another native teacher. On November 14 an additional primary school was opened at Yabucoa, and on March 3 an additional primary at Humacao. Agricultural school at Las Piedras opened October 28. Night school at Juncos, November 25.

Total matriculation in district at opening of school year was 1,406. Of these, 621 were white males, 429 white females, 222 colored males, 134 colored females, with an average age of 9.01 years. At closing of school year, June 20, enrollment showed an increase of 296 pupils, or a total of 1,702, of which 773 were white males, 484 white females,

166 colored males, 179 colored females, with an average age of 9.37 years. These figures include enrollment of night school at Juncos.

From the teachers who had been employed in this district since the American occupation, I learned that previous supervisors had formed no mixed grades or schools, except in some of the rural districts where only one school existed, and that no attempt had been made toward grading the town schools. I was also advised that public opinion was against coeducation.

I found there were not sufficient schools nor teachers to form separate grades for males and females, and decided to make all the schools of the district mixed schools. Four hundred and ninety-seven pupils were matriculated in the Humacao city schools. These were divided into eighteen groups or classes, six classes of first year primary, six of second year, two of third year, two of fourth year, one of first intermediate, one of second intermediate.

Two hundred and nine pupils presented themselves to be admitted to the Yabucoa graded schools. Of this number 154 were admitted and graded in six classes, comprising first, second, third, fourth primary, first and second intermediate. Later a second primary school was opened which contained two grades—first and second primary.

At Juncos 168 pupils were matriculated and divided into eight classes, viz, two first-year primary, two second-year primary, one third year, one fourth year, one first intermediate, and one second intermediate. In each school mixed classes were formed. While public opinion opposed coeducation at first, particularly in the more advanced grades, I think this feeling has almost entirely subsided, and can say that coeducation has been substantially a success in these schools.

In Humacao the two most advanced classes and two primary schools have occupied the Ponce de Leon four-room graded school, which was built by the department of education and presented to the city of Humacao. The dedication exercises took place November 6, the honorable governor of Porto Rico, Commissioner Elliot, of the department of the interior, and Dr. M. G. Brumbaugh, commissioner of education, taking part in the exercises. Owing to the bad condition of the road between Yabucoa and Humacao, over which the governor and party were obliged to travel, much time was lost, and the party did not arrive at Humacao until 5 p. m. The exercises consequently had to be brief. All the pupils of the public schools of this municipality were congregated at the new school, and opened the exercises by singing "America" in English. Don Francisco Buso, alcalde of Humacao, introduced the governor and the commissioners. Short addresses were made by each, the commissioner of education presenting the new school to the city of Humacao, which was received by Pedro Aldrey, member of the local board, as representing that body and also the citizens of Humacao. Exercises were concluded at 6.30 p. m., and the entire party, after a visit to the alcaldia, repaired to the home of Don Luis de Celis, where a sumptuous banquet of forty plates was served to the governor and party.

All the schools of the district are quartered in rented houses excepting those mentioned as occupying the Ponce de Leon Graded School, and also the agricultural school situated at Las Piedras, barrio of Humacao. These rented houses are the best available and largest that can be secured. The local boards have been vigilant in selection of the schoolhouses. This rule also applies to the rural schools.

Four of the graded schools of Humacao were quartered in a municipal building. This edifice is a large brick building containing five capacious apartments. Building is situated at the rear of the alcaldia, and is connected by a large playground 75 feet square. By comparing the average attendance of the schools occupying the new building and those in the municipal building, reports show the average attendance of the schools in the new building to be much higher than those in the municipal building, although the new building is situated some distance from the center of the town, and is much more difficult to reach in inclement weather. I attribute this higher average to less sickness among the pupils, the new building having better sanitary conditions and better ventilation. All the graded schools of the municipality have been furnished with American patent desks, a large clock, and a water filter. The rural schoolhouses have, with one or two exceptions, been large enough to accommodate the number of pupils enrolled. They have been supplied with sufficient homemade desks, tables, and benches. A clock, bookcase, and filter have also been placed in each school.

In the municipality of Juncos the graded schools occupied the second floor of a large frame building fronting on the plaza.

It is separated into four spacious, cool rooms, all of which open into one large hall. Each school is furnished with American patent desks, clock, bookcase, and water filter. The six rural schools have occupied the largest houses that could be secured in their respective barrios. Each was fitted with sufficient furniture of home manufacture, a bookcase, and a clock.

In Yabucoa the graded schools use a large warehouse, situated on the principal street of the town. Upon my first visit to Yabucoa I found this building divided into four apartments, two of which were spacious enough to accommodate one school each.

The remaining two were small and cramped. However, we succeeded in forming four apartments of about equal size by changing several partitions, and gave comfortable quarters to each of the four schools. These schools were supplied with American patent desks during the month of October, the work being done on Saturdays in order not to interrupt the work of the schools.

The local board also placed a bookcase and filter in each room. This municipality had been assigned six rural schools, but, owing to a lack of applicants from rural teachers, only four were opened. These were situated in fairly comfortable quarters and supplied with sufficient benches, tables, and desks of home manufacture, with a bookcase, filter, and clock in each room.

The material and supplies forwarded to this office were separated in three parts, in proportion to the number of schools pertaining to each of the three municipalities, and forwarded to the principal teachers of the respective towns. Cost of transportation of these supplies has been borne by the local boards. The supply of books and material received was adequate to the demands of the schools, there being a shortage in one item only, that of First Spanish Readers. The disbursement of supplies was intrusted to the principal of the Yabucoa schools and to the English teacher of the Juncos schools for their respective municipalities. At supervisor's headquarters disbursments were made by myself to all schools.

Each room has been furnished a programme, which gives each subject taught in the school a certain number of minutes for study and recitation. In the rural schools these programmes have been followed to the best advantage, the teacher using his own judgement in reference to time assigned to the different classes in each subject.

Some circular letters of instruction and advice have been sent to the teachers of the district from this office; copies of same are herewith attached.

A continued change of supervisors and English teachers in this district since the organization of these schools has retarded the advancement of the schools, particularly in the study of English. However, the advancement made in English during the academic year of 1901–2 has been satisfactory throughout the district. This has been accomplished through intelligent and conscientious work on the part of the English teachers. Miss Anna S. Walton and Miss Emma C. Brill, English teachers of Humacao schools, merit special mention for assistance rendered to native teachers and for their interest in and devotion to the work of the public schools.

The results of the native teachers' work in general have been fairly satisfactory in the various subjects taught by them in the six grades organized in these schools. I have found it necessary to disapprove of the reelection of five teachers in the district, viz, one graded for incompetency, two rurals for incompetency and over-age limit, and two rurals on account of bad moral character.

Public exercises were held in the schools on various occasions, the most impressive being those given in honor of Washington's Birthday and Flag Day. The parents of many pupils attended on these occasions, and the exercises consisted of singing in chorus, recitations, compositions, and readings in both languages. They were highly enjoyed by pupils and visitors, and were the means of creating considerable community interest.

Written examinations were held throughout the district during the last week of school. Questions were prepared in the office of the supervisor and forwarded to the teachers. Wherever possible these tests were conducted under the direction of the supervisor and teachers of English. Examples of work presented by each grade have been forwarded to the department of education at San Juan.

Schools closed June 20, with appropriate promotion exercises in each school.

Respectfully submitted.

GEO. W. MOORE, *Supervisor.*

[Circular letter.]

HUMACAO, P. R., *24 de Septiembre 1902.*

A los Maestros:

Ante todo, es mi deseo hacer extensivo á todos vosotros mi mas cordial saludo y al mismo tiempo informaros que el departamento de educación ha tenido á bien trasladarme del distrito de Guayama al de Humacao, vuestro distrito. Y antes de empezar nuestro trabajo escolar de este año, permitidme haceros algunas observaciones sobre algunos puntos de instrucción: Por lo que he podido ver y juzgar, encuentro

que este distrito está muy atrás de la mayoria de los distritos de la isla con respecto á métodos emplados en la enseñanza, orden en las clases y progreso en las diversas materias que se enseñan.

Quizás vosotros no habreis tenido propia y eficaz ayuda ó puede ser que vuestro trabajo no haya sido inspeccionado con regularidad; más, sea la culpa de los maestros ó del inspector anterior, debemos, de ahora en adelante, hacerlo mejor posible por mejorar esta actual situación. Innecesario es decir que siempre estaré pronto para contestar cualquier pregunta ó dar consejo y ayuda en cualquiera dificultad que pudiera sobrevenir en vuestras escuelas y tambien os invito para que os comunicais conmigo por medio de correo tantas veces como lo requiera el caso.

Por la correspondencia y algunos impresos que encontrado en la oficina de mi antecesor, he visto que ha sido la costumbre de mis predecesores el recibir por correo vuestros informes mensuales. Esto es contrario á lo dispuesto por el departamento de educación y no se seguirá en lo sucesivo.

Visitaré vuestra escuela una vez al mes ó mas á menudo si posible fuese, y en esta visita os servireis haber preparado vuestro informe y entregármelo personalmente.

Se os entregará un programa que rigidamente seguira vuestra escuela, en el se determinará la cantidad de tiempo que se consagre á cada materia y clase para estudio y recitación. Con este motivo se os facilitará un relog para que podais llevar á cabo el trabajo con mas puntualidad.

Espero de vosotros que á mi llegada á la escuela os encontraré dirigiendo la clase que el referido programa señale.

Respecto á la clausura de las escuelas, deseo manifestaros que el número de dias de fiesta escolares lo determinan ya las leyes escolares vigentes y nadie tendrá poder para daros autoridad para cerrar vuestra escuela cualquier otro dia. Solamente hay un caso en que se os otorga este derecho y es el de enfermedad. Cuando os sintáis enfermos é imposibilitados de ir á la escuela infórmeseme inmediatamente y nunca al presidente de la junta, pues el inspector es quien visita vuestra escuela.

Obrando conforme estas instrucciones me evitareis visitar la escuela cuando esté cerrada y me ahorraré medio dia.

Como las escuelas se encuentran bajo la dirección del departamento de educación desde haca dos años, ha llegado el momento de que todos los maestros abandonen la añeja costumbre de permitir a sus discípulos que estudien en voz alta, porque el profesor siempre estará ocupado oyendo recitar una clase mientras la otra ú otras estudian.

Esperando que estos puntos, tratados ligeramente en esta carta, contribuirán á asegurar vuestra cooperación en este trabajo.

Queda de vosotros, muy respetuosamente,

GEO. W. MOORE, *Inspector.*

[Circular letter.]

HUMACAO, P. R., *15 de Noviembre, 1902.*

A los Maestros:

Permitid me llamar vuestra atención respecto á los datos requeridos en vuestros informes mensuales. Al enviárseme los informes del pasado més he encontrado muchos errores.

El item No. 1 hace constar el número total de matriculados al terminar el més, incluyendo el número de disípulos nuevos que han entrado, pero nunca incluye el número de los que han salido de la escuela. El item No. 2 determina el número de discipulos nuevos que han entrado en la escuela durante el més, mientras que el item No. 3 incluye solamente aquellos que han salido. El item No. 5 se halla, dividiendo la respuesta al No. 4 por la repuesta al item No. 6. Formula: No. 4 dividido por No. 6 es igual a No. 5.

El item No. 7 se encuentra dividiendo la repuesta al item No. 5 por la repuesta al item No. 1. Formula: No. 5 dividido por No. 1 es igual a No. 7. El item No. 8 se encuentra, sumando las edades de los niños y dividiendo despues por el número de los matriculados. No siendo estos informes mas que simples problemas de adición y división un maestro cuidadoso tendrá los informes siempre llenos con la debida corrección.

Muy respetuosamente,

GEO. W. MOORE, *Inspector.*

[Circular letter.]

HUMACAO, P. R., *December 13, 1902.*

Mr. ——— ———,
Principal Teacher, ———, P. R.

DEAR SIR: I have forwarded to you to-day under separate cover the necessary record books to assist you in conforming with instructions given on page i of booklet entitled "Course of Study."

Blank book marked "Record book, teachers' attendance," will be kept in your room and used as per instructions in article No. 1, "Duties of principals."

Blank book marked "Copiador" will be used as per instructions given in article No. 1, "Duties of principals." You will find first page of this book ruled as a sample, the remainder should be ruled likewise. Blank book marked "Order book" will be used as per article No. 8, page i, "Duties of principals."

It is the desire of the department of education that these instructions given under the head of "Duties of principals" and "Duties of teachers" be complied with in every particular.

Kindly advise all the teachers that the course of study as laid out in booklet entitled "Course of Study" is to be followed as closely as possible. I would suggest that in those cases where you have not been furnished books to teach certain subjects, as called for in the course of study, your teachers be instructed to give lesson talks in these subjects several times each week. I should advise you to call a meeting of all your teachers in the near future and that these subjects be made a special topic for discussion.

Yours, very respectfully, GEO. W. MOORE, *Supervisor.*

[Circular letter.]

HUMACAO, P. R., *20 de Diciembre, 1902.*

A los maestros:

Deseo llamar la attención de vosotros nuevamente respecto ámi primera carta circular en la cual he pedido á todos los maestros que tan pronto clausuren sus escuelas me lo comuniquen inmediatamente.

En mis visitas mensuales del presente mes he encontrado varias escuelas cerradas y nada se ma ha comunicado del hecho. Por lo tanto, he perdido la mitad del dia en cada caso, mientras que si me hubiese notificado de la enfermedad do estos maestros hubiese visitado otras escuelas en dicho dia y visto las cerradas en los ultimos dias del mes actual. Tengo muchas escuelas que visitar y medio dia perdido en hacer el viaje á una escuela cerrado significa mucho para mi.

No es por razón de desconfianza que insisto en que se me notifique de la clausura de las escuelas sino por el deseo de no pertiempo en viajes inútiles.

Sirvase prestar aten ción á este asunto con exactitud.

Muy respetuosamente,

GEO. W. MOORE, *Inspector.*

[Circular letter.]

HUMACAO, P. R., *December 26, 1901.*

Mr.——— ———,
Principal Teacher ———, P. R.

MUY SEÑOR MIO: Como el resultado de incidentes recientes no ha llegado á mi noticia, yo deseo llamar la atención de todos las maestros bajo su jurisdicción, incluyendo los maestros rurales, á la costumbre general entre los niños de las escuelas que revelan desprecio completo de la verdad.

Durante estas últimas semanas varios padres han venido á mi oficina para dar informes contra maestros de conducta brutal con sus niños. Una persona vino á mi oficiana muy excitado, diciendo que un cierto maestro habia pegado á su hijo en la cara, el niño cayó el piso, magullándose la cabeza malamente. Un poco antes de la semana pasada un padre vino á mi oficino acompañado de su hijo quien presentaba en el ojo un fuerte golpe.

El niño le habia dicho á su padre que la maestra le habia pegado con una regla. Por investigación, yo hallé que el niño habia estado peleando con otro en la escuela, al cual le habia pegado en un ojo, causando la inflamación. La maestra separó las combatientes, castigando al niño que habia salido herido. El discípulo que recibió

el golpe marchó para su casa é informó á la madre que la maestra le habia pegado con una regla, y todo indicaba que no se le habia castigado por la maestra en ningún modo.

En cada caso que se me ha notificado, he encontrado que ha sido sin ningun fundamento. Los padres obran en cada caso por la información recibida de sus hijos que siempre he comprobado ser falsa. Este estado de cosas no debe exister. El niño que practica la falsedad en su infancia no podrá llegar á ser un útil y honrado ciudadano en su juventud. Es el deber de todo maestro no solamente enseñar todas las asignaturas requeridas por la ley en su escuela sino tambien enseñar á sus discipulos la verdad y la moral. Todo niño deberia aprender á respetar la verdad sobre todas las cosas y tambien á respetar á sus maestros. Son mis deseos que Uds. den lecciones sugestivas sobre esta materia prestando especial atención á la enseñanza de de la verdad especialmente en las escuelas primarias yo sugeririá la lectura de acciónes cortas, las cuales en un acto de verdad han sido premiadas. En las lecturas en uso en sus escuelas Ud. puede encontrar muchas lecciones sobre este objeto. Por ejemplo: La lecciôn llamada "Guillermo y su Perro" pagina 67; Libro Primero de Lectura, esa lección tiene una moral, una máxima hermosa. En la enseñanza de estas lecciones se enseña también la moral yo sugeriría también la idea de que Ud. invitase á los padres á la cooperaciôn para logar que sus alumnos amen la verdad y odien la mentira. Yo castigaria esta falta lo mas severo que es permitido por la ley é informar en cado caso al maestro principal de la falta cometido. El articulo, No. 5 "Deberes de los Maestros" dice 'Los maestros cuidaran de inspeccionar la conducta de sus alumnos, no solamente en la escuela, sino tambien en las horas de recreo y cuando van ó vienen de sus casas á la escuela!' Todos los casos, que llegaren á su conocimiento de un alumno que uso lenguaje obsceno en la escuela ó cerca de ella ó cuando va ó viene de su casa á la escuela, será castigado y se informará al principal. Yo deseo que Uds. instruyan sus alumnos para ir directamente á sus despues se las horas de clase y no quedarse vagando en las calles, adonde ellos pueden oir conversión que no sean propias para sus pocos años.

Solicitando por tanto la cooperación bondadosa de todos los maestros, sobre ese trabajo importante.

Respetuosamente, GEO. W. MOORE, *Inspector.*

[Circular letter.]

HUMACAO, P. R., *18 de Febrero, 1902.*

A los Maestros:

Como el 22 de Febrero es el dia del aniversario del natalicio de George Washington, nuestro primer Presidente, yo crèo que ese dia deberiamos tener meetings apropiados en cada escuela.

En la escuelas mas advanzadas Uds. puenden dar á varios alumnos diferentes datos acerca de Washington y su vida. Por ejemplo dar á un alumno al dato de "Washington como un Commandante" á otro "Washington como Presidente" á otro "Washington en su Infancia" ect., ect., ect. Estos alumnos preparan una composición original con los datos que ellas han recibido. Algunas de estas composiciónes podran ser inglés. Otros alumnos pueden preparar de memoria algunas recitaciónes en ámbos idiomos. En las escuelas primarias tendremos recitaciónes cortas en las dos lenguas, canciónes nacionales y la maestra leerá un repaso de la vide de Washington, llamando la atención particularmente á sus actos de bondad, valor y honor. De modo que los ejercicios en los varios salones no se molesten mutuamente, las funciónes en las escuelas primarias se comenzaran á la una y media y en las escuelas más advanzado á las dos y media, Viernes, el dia 21 de Febrero, p. m.

Yo deseo que los niños de la escuela del Sr. Demetrio Valero pasan al salon del principal á las dos y media y las dos escuelas tendran sus funciónes juntas. La misma regla puede ser usado respecto á las escuelas primarias y las escuelas de seción tercera y cuatro grados.

Todos los meetings comenzaran con una canción nacional y déspues la programma que haya sido preparado. Son mis deseos que Uds. piden la cooperación de las Maestras Inglesés en la preparación de su programmas y que los padres sean invitados á asistir á los ejercicios.

Hay mucha materia en las lecturas "Fourth and Fifth Readers" por Brumbaugh, que puede ser utilizada para estos ejercicios.

Respetuosamente, GEO. W. MOORE, *Inspector.*

[Circular letter.]

HUMACAO, P. R., *24 de Febrero, 1902.*

A los Maestros:

Me complázco en dar a Uds. las gracias en nombre del Comisionado de Educación, Mr. Samuel M. Lindsay, por su loable cooperación en la preparación de los ejercisios dados en honor del aniversario del natalicio de Washington. Los meetings fueron instructivos y entretenidos no solamente para los niños que tomaron parte en ellos, sino también para los padres que visitaron las escuelas. Cado niño que ayudó en los ejercicios hizo su bueno parte, y todos merecen sinceros elogios por el buen exito obtenido en la fiesta conmemortiva.

Yo creo que estos meetings han hecho mucho hácia la unión de las escuelas y los hogares de los alumnos, la repetición de tales meetings durante el año aumentaria el interés de la comunidad.

Respetuosamente, GEO. W. MOORE, *Inspector.*

SCHOOL DISTRICT NO. 4.

[The islands of Vieques and Culebra are part of this district, though placed under the supervision of an assistant supervisor.]

AUGUST 30, 1902.

DEAR SIR: I have the honor to submit to you my annual report on the schools of Vieques and Culebra for the academic year 1901–2.

The island of Vieques, which lies some 12 miles east of Porto Rico, is reached from San Juan and other main island ports via a coast-line steamer of the Porto Rico Steamship Company which calls at Isabella II, the seat of the municipality of Vieques, every second week. The only other means of communication with Porto Rico is via unsafe schooners of a tonnage rarely exceeding 5 tons, which ply between Fajardo and Isabella II, a distance of about 18 miles.

Such defective means of communication and the resultant isolation and monotony of life have a direct bearing on the educational conditions of the island. It is always a hard matter to obtain teachers, and few of them, once obtained, will remain long if they can secure employment elsewhere.

The same reflection applied to Culebra with possibly greater force, until an extra inducement was held out to its teachers in the way of increased salary.

One of the difficulties to be met at the beginning of last year was the securing of adequate school buildings. October, 1901, found four teachers in the town of Isabella II struggling with the problem of seating 175 pupils within a one-story, three-room structure measuring 12 by 6 meters. Teaching under such circumstances was an impossibility; the more so as the furniture consisted solely of a score of benches and about half a dozen table desks. These conditions were soon improved, happily, and within a few weeks the schools were installed in a large two-story house, the best to be had in the town, and large enough to accommodate four classes.

The subsequent increase in pupils and teachers, however, makes it absolutely necessary to secure better accommodations. A proposition is now under study to erect a modern building, the cost being equally divided between the insular and the municipal treasuries. It is to be hoped the scheme will be carried out, as the need it is designed to meet will be more imperiously felt every day.

The improvement of the remaining schoolhouses and the supplying them with adequate furniture, of which they were partially and, in some cases, almost totally lacking, absorbed the attention and resources of the board during the entire year. Most valuable aid was received in that direction from the department of education through its timely sending of over 150 modern desks to the schools of both islands. As Culebra has no organized municipal administration, its schools were under the entire control of the department, which had, in consequence, to supply them with furniture and carry out all necessary repairs.

Up to October, 1901, the schools of Vieques had been supervised from Humacao. As a result of the distance and, no doubt, of the absorbing cares of a large main-island district, the visits of the Humacao supervisor had been rare and short. Owing to this circumstance the educational status here one year ago compared quite unfavorably with that of the main island. In most cases discipline and punctuality in attendance left much to be desired, and these two points have called for special attention throughout the year. Possibly one-half of the teachers were found at first to be dissatisfied with their salary, the locality, and, I daresay, with their work in general. One or two of them would absent themselves from duty under the slightest pretext of sickness. One unfortunate instance may be cited of a teacher playing truant from school on

several occasions, leaving town regularly in the morning on the apparent purpose of going to his work and coming back in the evening after having spent the day in the more interesting occupation of horseback riding and merrymaking with his rural friends.

This year, as a result of home supervision, the schools were kept better supplied, and they were visited with much greater frequency. By making more exacting demands of the teachers, increased interest and emulation on their part were obtained. Twice a month teachers' meetings were held at Isabella II, in which educational topics were discussed. The enforced preparation and study these meetings called for aroused an interest in pedagogic literature and revealed to all the dignity and noble possibilities of their profession.

In these meetings special stress was laid upon the value of school discipline and the importance of doing away with routine teaching and with the habit of looking out for the word rather than for the idea, a habit which is still far from being eradicated, and which the older teachers are especially liable to employ.

Great assistance was had in the early part of the year from the local authorities in compelling parents to send their children to school. As a result of said cooperation, but more, perhaps, as a result of the awakening of the common people to the value of education, school enrollment has been exceedingly high. So much was this the case that many children had to be refused admission for lack of sitting room. In April, 1902, there were some 300 children enrolled in the five town schools, and on every favorable day as many as 285 attended, an average of 57 to each teacher.

Educational progress has been fair. It ought to be better each successive year as modern methods become better known and greater technical training will be required of teachers.

The Porto Rican child, when not handicapped by depressing home surroundings and poor nourishment, as is but too commonly the case, is of a very bright and responsive disposition. He is easily amenable to school discipline under a kind but firm direction, but is absolutely refractory to harsh treatment, the outward submission obtained by such method but tending to accentuate his baser instincts.

With due allowances for climatic and hereditary influences, he is an active and not a lazy child, as has oftentimes been said. His activity is spasmodic rather than constant, but when united to the love of study, of which he is capable, and seconded by the directions of an able and earnest teacher, most substantial and satisfactory results are soon forthcoming. He is lacking in originality; little independence of thought need be looked for from him at first, but his memory and imitativeness are often remarkable.

The progress in arithmetic throughout the Vieques schools was scarcely satisfactory, and certainly not up to the average of American schools of the corresponding grade. In writing and reading the progress was generally good, were it not for the tendency, still fostered by some teachers, to learn the word at the sacrifice of the idea, as has been said before. Notions of geography and history were taught with very satisfactory results in most cases. The same may be said of drawing and singing. The best progress was obtained in the study of the English language. All pupils showed special interest in that study, to the general satisfaction of parents whose main object in sending their children to school is, apparently, to have them learn the English language.

A special feature of our educational work was the observation of school festivals. Two of these were especially fittingly celebrated: Washington's Birthday and Flag Day. On both of these occasions elaborate programmes were carried out, amid appropriate settings, before what were unquestionably the largest audiences ever assembled in Vieques on an educational purpose. The Porto Rican is a born orator, and no pleasanter sight can be imagined than a child of eight or ten proclaiming to his schoolmates, in a fervid and impressive style, the virtues of George Washington or the glory of our country's flag. The results of such celebrations were immediate and lasting. Many who had never seen the inside of a schoolhouse and others who opined that an undue amount of the island's money was dedicated to education, were turned into warm admirers and loyal supporters of our present school system. To-day in Vieques and Culebra the demand for education has outgrown the supply. Few examples are found of such spontaneous awakening of a people to the benefits of good public schools as is being noted here. That such a sentiment has been born out of a practical insight and knowledge of our actual educational system is the best witness to its excellence.

The efforts that the department of education is making to supply the schools of the island with the best of text-books are thoroughly appreciated. The quantity and quality of the books and supplies furnished last year were the joy of teachers and pupils alike. A need is rapidly making itself felt, however, for a language book in

Number of teachers employed in the district throughout the school year.

Cáguas	21	Gurabo	7
Cayey	15	San Lorenzo	11
Cidra	8		
Aguas Buenas	6	Total	68

SCHOOL PROPERTY.

The school buildings are generally rented by the year, the local board exercising an oversight of property. In Cáguas there is a four-room building, which was presented to the municipality at a cost of $10,000. In Cayey a building of similar dimensions is in process of construction. An agricultural school in Gurabo marks the generosity of the department to that municipality. Most of the town schools are supplied with wooden desks and have a fair equipment. Many of the rural schools still lack a sufficient number of desks, tables, and bookcases.

WORK OF PUPILS.

In the early part of the school year sheets of specimen work from most of the schools of the district were sent to the department to be examined, sorted out, and bound. Again at the close of the school year more specimen work was secured from pupils of a large number of schools. For the most part this work was carefully done and indicated the ability, advancement, neatness, and in many cases the reasoning powers of the pupils. Translation or dictation exercises—English and Spanish—formed a good part of this work, together with original problems in arithmetic and questions on the history of the United States and Porto Rico. Many of the papers evidenced a general knowledge of the geography of the western continent, with considerable skill in map drawing. Some work in lineal drawing and botany and zoology was submitted.

OBSERVATION OF SPECIAL DAYS.

Washington's Birthday was celebrated by nearly all the schools of the district. Naturally, in the towns the exercises were of a more public character and attracted greater attention. The public school buildings or the city hall were utilized for the purpose, and members of the city council and parents of children attended in large numbers.

In Cáguas the pupils left their respective schools in line and joined at one corner of the plaza, forming a group of nearly five hundred children, each division under the direction of its teacher. With banners and flags flying, two or three turns were given about the plaza and then the small army of children was brought to halt before the atrium of the church.

The life of Washington as a child, as a boy, as a soldier, as a statesman, and as President was told by different pupils in prose and verse, and many songs in English and Spanish by a selected chorus of school children varied the programme. Some of the teachers also took part in the exercises, explaining the significance of the day to pupils and parents.

Arbor Day was also celebrated by the pupils of the "Lincoln" graded school of Cáguas. To our knowledge this is the first time that the day has been observed in Porto Rico by pupils of the public schools. To the east of the school building six holes were dug in line and mangoes, quenepes, and caimito trees made ready for planting. Pupils gathered around the young trees and with appropriate selections and songs they were set out by members delegated from their own schools. "The Planting of the Apple Tree" was recited in English and Spanish by two boys of one of the upper grades. The success of the day was largely due to the interest which the English teachers had taken in celebrating a day so popular and widely observed in their own States.

Exercises on Flag Day were similar to those held on Washington's Birthday. Selections and poems representative of the birth and history of our flag were recited, and pupils marched in orderly procession about the public square carrying flags and banners. This day, possibly as much as Washington's Birthday, offers an opportunity for the display of loyalty and patriotism to our country; certainly the great display of flags on this day leaves a lasting impression on the minds of the school children of Porto Rico.

GENERAL RECOMMENDATIONS.

It would seem feasible to assemble the teachers of a district once or twice a year in the head town of the district, where they might listen to and take part in discus-

ons on different subjects which could be presented by teachers from the insular ormal school or by appointees of the department of education. It must be held mind that no educational or pedagogical journal is published in Porto Rico, and nly a very few teachers can read English well enough to take advantage of publiations printed in that language.

These conferences seem the only way to give many of the teachers an up-to-date nd wide-awake idea of their work and a true concept of the importance of their alling.

All the schools should be, housed in proper buildings. In Cáguas, where it is mpossible to secure a private house suitable for school purposes, the only remedy or the present condition is another four or six room building to be built by department, or department and school board jointly. It is to be hoped that this step may e taken another year.

In closing my annual report I take pleasure in acknowledging the hearty support I have received from the department of education during the year in all matters pertaining to this office. I wish, furthermore, to manifest my gratitude to the members of the school boards of Cayey, San Lorenzo, and Cidra for their hearty cooperation in the work which has been carried on in their towns.

Respectfully submitted.

L. R. SAWYER, *Supervisor.*

Dr. S. M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT NO. 6.

GUAYAMA, P. R., *June 9, 1902.*

SIR: According to your verbal instruction, I have the honor to submit the following brief data concerning my district during the present year:

During the first month of the year 22 rural and 21 graded schools were opened, with a total enrollment of 1,813 pupils, or an average of 42½ pupils to each school. Since that time 1 English, 1 graded, and 1 rural school have been opened, with an enrollment of 107 pupils, or an average of 35⅔ to each school. Since December 2 graded and 1 rural school, with an enrollment of 122 pupils, or an average of 40⅔ pupils to each school, have been closed, the first 2 on account of the ill health and consequent resignation of the teachers and the other because the teacher, a woman, could not find a house suitable to reside in in the barrio in which the school was located.

There is also 1 night school in my district which has been open since December. Another night school and another rural school were granted to my district, but they have not been opened because it was impossible to secure teachers for them.

Therefore my district now remains with 22 rural, 21 graded, and 1 night school, with a total enrollment of 1,870 pupils, or an average of 42½ to each. These schools are divided among the towns of Santa Isabel, Salinas, Guayama, Arroyo, Ptillas, Maunabo, and their barrios, which lie along the coast road for a distance of over 40 miles. All of these towns desire more schools for the coming year, and they will have the necessary funds to support them. Guayama alone has asked for 2 more graded and 3 more rural schools, and it needs them. There has always been a waiting list in the town of about a hundred who desire to enter school.

The greatest difficulty we have had was to secure suitable buildings in the towns. With the exception of the new building constructed by the department here and the building in use in Santa Isabel, those in the other towns, though the best available, are not well arranged for school purposes. Some of them, notably in Salinas, one here, one in Arroyo, and those in Patillas and Maunabo are totally unfit.

In each of the towns there is a teacher of English, and for the most part they are doing excellent work and have the respect and esteem of the inhabitants. The native teachers as a body are intelligent and active, and there are but few of them who are not performing their duties cheerfully and zealously. These few I hope to be rid of in the coming year. I think there are some good coachmen among them. Among the rural schools named is 1 school of agriculture in a new building constructed by the department. This, as regards the out door work, has been a failure, both on account of lack of funds and lack of interest on the part of the local authorities and on account of indolence on the part of the teacher. I have many teachers whose schools it is a treat to visit, and I consider that the work during the year as a whole has been eminently successful.

We have had an abundance of all necessary supplies with some little exceptions, notably, that no dictionaries were sent for the new schools and that many schools have no maps of Porto Rico.

Very respectfully,

RALEIGH F. HAYDON,
Supervisor.

Hon. SAMUEL M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT NO. 7.

COAMO, P. R., *August 1, 1902.*

SIR: In compliance with the call issued by you under date of July 28, I have the honor to submit the following report on school conditions in this district:

The seventh school district includes the towns of Aibonito, Barranquitas, Barros, Coamo, and Juana Diaz, and covers an area of something over 350 square miles. The total number of schools in the district at the end of the school year just closed was 80, distributed as follows:

Town.	Graded.	Rural.	Agricultural.	Night.	Total.
Aibonito	4	[a] 7	.....	.....	11
Barranquitas	3	7	[b] 1	.....	11
Barros	4	12	[c] 1	1	18
Coamo	8	13	.....	1	22
Juana Diaz	5	[d] 12	.....	1	18
Total	24	51	2	3	80

[a] One closed on account of suspension of teacher.
[b] Building finished just at the close of the school year.
[c] Not opened for lack of teacher.
[d] One not opened for lack of teacher.

In addition there were 4 English teachers. The full complement of English teachers was 6, but 1 left in November to take the supervisorship of the Rio Piedras district, and another resigned at the end of the second term to go to the States. As I did not take charge of the district until the 25th of January, 1902, I can not report on the progress of the school children as compared with their position at the beginning of the school year. I can say, however, that in all the schools except the highest grade, for which there were not enough children sufficiently advanced, the enrollment was full. In several cases where the size and the equipment of the schoolroom permitted I allowed an enrollment of more than 55. Not only has the enrollment been full, but the average daily attendance has been gratifyingly high, generally close to 90 per cent, rarely falling below 80 per cent, and then on account of bad weather that made it impossible for the children to get from their homes to the schools. In this connection attention should be called to the physical difficulties with which the children have to contend, especially in the rural districts. A child may live within gunshot of the school, and yet on account of the broken condition of the land—he living on the side of a mountain and the school being situated on that of another—have to spend an hour or more in going to school. Not only does this condition of affairs make school attendance difficult, but the frequent "quebradas" or brooks that may in an hour be changed by a shower from slender threads of water to rushing, impassable torrents, caused many of the small children to stay at home, though the morning may be clear, because while they are in school a shower may come up that will cut them off from home. About the conduct and the abilities of the children in the schoolroom I shall speak later.

THE NATIVE TEACHERS.

In general, I can say that I have found the native teachers willing, conscientious, and ambitious. Qualified for their position according to American standard they can not be said to be. The educational opportunities existing in Porto Rico before the American occupation are too well known to need any description or comment from me. Not only would a boy from the senior class in a good grammar school in the States excel most of them in mastery of the subjects, but, what is more important, he would be better acquainted with modern educational methods. "Desarrollo del

SAN LORENZO RURAL SCHOOL.

entendimiento" (development of the understanding) slips glibly from their tongues, but too many show in their methods little real understanding of what that means. They are poor managers, and their lack of attention to details is their most exasperating failing. "No me fije" and "poca cosa" are by many regarded as all-sufficient excuses. The value, the necessity, of associating practice with precept is not appreciated. Some of the teachers have done wonderfully good work. I have in mind one school in a town that had no English teacher after the end of November, where the children in the upper grades made excellent progress under a native teacher not only in the subjects that were taught in Spanish, but also in English.

Too much can not be said of the necessity of a normal school for teachers such as has been established at Rio Piedras. The good results of a ten weeks' course, held under such adverse circumstances last summer, are seen on all sides. One has but to enter the school of a teacher who attended it to see them. Management, method, instruction are in sharp contrast with those found in the school of a teacher who has had twelve or fifteen years' experience under the Spanish system and nothing else. A ten weeks' course will not create a teacher, and those that took the course still have many defects. Their eyes are opened; and though they may see men as trees walking, yet they are not the blind leaders of the blind that their less fortunate associates are.

THE AMERICAN TEACHERS.

Considering the far superior opportunities, educational and institutional, that the American teachers have enjoyed as compared with the native teachers, I am forced to say that they have not given me as good satisfaction as the Porto Rican teachers. By that I do not mean to say that their methods are not better or that they do not attain better actual results. What I would say is that they do not do their best, do not take the professional pride in their work, and do not labor with the singleness of purpose that the native teachers do. The good results are the inevitable results of better preparation. They are inclined to feel independent of the rules of the department of education and to assume unwarranted authority over the native teachers and to lay claim to special privileges and exemptions. Several times I have called a teacher's attention to a rule of the department only to receive the reply, "O, that means the native teachers." The greatest hindrance to good work on the part of the American teachers is the giving of private classes in English. There can be no question that such work is desirable as far as regards the natives, and a necessary incentive to induce American teachers to come to Porto Rico. At the same time in some cases it is carried so far that the teacher is able to give no time or thought to preparation for the regular class-room work.

THE CHILDREN.

The family is the unit of civilization. To understand the children of Porto Rico, or of any country for that matter, one must know the homes from which they come. Except in the most material sense of the word, very many of the children can not be said to have a home. A shack of one, possibly two rooms, built of the bark of the royal palm, the only furniture a table, and possibly a chair and a cot. The cooking is done over an open fire and the food, almost exclusively rice, yautia, Spanish peas, and roasted bananas, is eaten from gourds, those eating being seated on the ground or on the floor. At night all are huddled together in one room, sleeping on the floor. Of home training or discipline there is none. From these surroundings the child goes to the school. There conditions are much better, but far from what they ought to be. The children have never been taught self-control or regard for the rights of others. The only seat is a long bench without a back and so high that the feet of the smaller children do not touch the floor. It has been a source of constant wonder to me how the children keep as still and behave as well as they do under these conditions. Occasionally a vicious, evil-dispositioned scholar will be found, but almost all are docile and are disorderly unwittingly. As students they have remarkably good memories for what they have read or heard, but they are loath to confess that they know anything else. On one occasion when I asked a boy what the bottom of a near-by river was covered with, he replied that the teacher had never told him. Yet he had to wade across the river to get to the school. This attitude of the children is frequently fostered by the method of the teacher. On one occasion a teacher, who holds a principal's certificate, asked a boy what a bridge is for. He replied, "to walk over on." "No," she said, "it is for water to run under." Not only did she thus by her manner, as well as by her words, discourage the boy from giving an original answer, but to my mind his answer appears more correct than hers.

SCHOOL BOARDS.

The statement made by Dr. Brumbaugh in his first annual report, that "these local boards were generally made up of men who were without experience in the management of public business and wholly without knowledge of school duties," has been quite borne out by my experience in this district. For this reason it seems to me advisable that the school law be changed to require the boards to have a fixed day for the regular monthly meeting, and to require that the secretary of the board notify the supervisor in advance of all extraordinary sessions called: this, that the board may be assured the assistance and the advice of the supervisor. During the five months of my incumbency in the office of supervisor the only school-board meetings that I attended were those in Coamo, simply because the other boards held no meetings or failed to notify me of meetings held. Of the five school boards in the district one, that of Coamo, has taken an earnest, intelligent interest in the performance of its duties. One has shown itself far too pliant and susceptible to outside influences, one has been perniciously active doing many things it should not have done and leaving undone many things it should have done, and two have been in a comatose state. In the matter of renting buildings for schoolhouses, all the school boards have been too closely bound down to the traditional practice of paying the same rent for each house irrespective of the value of the house or its adaptability to school purposes. This practice, besides being bad business methods on general principles, makes it difficult to induce the owner to make necessary repairs or advisable improvements in the houses. When a property owner knows that the board will pay him the same rent for a house worth barely $50 that it pays for another house worth $200, he sees no reason for spending any money on his house, and the second property owner cares little if his house deteriorates. Were it not for the additional work that it would impose on your already overburdened office, it might be well to require that contracts for rent of schoolhouses as well as contracts with teachers be referred to you for approval. The efficiency of the school board could be further improved if in some way the members thereof could be given to understand that if they show themselves derelict in the peformance of their duties as school directors the governor will not appoint them to fill any vacancies in other offices. From the time I took charge of this district till the middle of June the president of the Aibonito school board could not get a quorum together. Yet two or three of the derelict members were given appointments as members of the town council.

On the whole, however, I have found the school boards quite ready and willing to cooperate with me and to listen to my suggestions.

SCHOOLHOUSES.

At the end of the school year just closed there were in the district sixty buildings occupied as schoolhouses. In addition there were two new agricultural school buildings, for which it had been impossible to find teachers. Of the sixty buildings, one is two-room frame graded-school building in Juana Diaz, finished in the spring, and another of four rooms, mamposteria, graded-school building in Coamo, dedicated in October, both built from the moneys of the school-extension fund. Work on another building similar to that in Coamo was begun in Aibonito toward the end of May. With but one or two exceptions the buildings rented by the school boards for school purposes are better than the average. Few, however, are fully equipped with furniture, even of the old-fashioned sort. Since I took charge of this district 150 modern desks have been placed in town schools, and 72 kindergarten chairs have been distributed among those rural schools that needed them most. At present, aside from those that are in the building erected by the department of education, there are about 550 modern desks in the schools of this district. The greatest lack in the equipment of the schools has been that of clocks. Nothing needs to be said about the impossibility of following a programme or of having any system in a school that has no clock and whose teacher has no watch. I am very glad to be able to say that I have induced Juana Diaz and the Coamo school boards to authorize me to purchase in New York clocks for all the schools in those jurisdictions.

SPECIAL EXERCISES.

Washington's birthday came so soon after I took charge of the district, and I was so busy familiarizing myself with the conditions, that I was unable to make any special preparation for the celebration of that anniversary. Fitting commemorative exercises were, however, held in all the towns.

Not wishing to be caught unprepared again, and being particularly anxious to *inculcate* in the children a love of our flag and of the principles of which it is the *emblem, I immediately* began preparations for elaborate exercises on Flag Day. To

is end I wrote to several patriotic organizations asking for suggestions an l assist-ıce. As a result Coloni.l Chapter, Daughters of the American Revolution, State of ew York, sent me programmes, recitations, songs, etc., and brought the matter ;fore Alexander Hamilton Corps 162, Womans' Relief Corps, Department of New ork, which very generously sent me 10,000 small flags and one 8 by 12 bunting ıg. Meanwhile I gave out songs, dialogues, tc., to the teachers who, in a most ımmendable and gratifying way cooperated with me. It was my plan to furnish ery school child in the district with a flag, and to have all, including those in the ıuntry, come into the town and take part in the exercises. The Coamo school ıard made an appropriation for music. Everything promised well. Then came a ;riod of several weeks during which it rained almost incessantly, interrupting inter-ırse with Ponce and among the towns. As a result I did not receive the flags until ıe morning of the day set for the exercises. The leader of the band was unable to ;t to Coamo from Salinas where he lives, and practically no children were able to ıme in from the country. Nevertheless, successful exercises were held in all the ıwns. In Coamo the band played without its regular leader. At the end of the rst part of the programme a heavy shower came up, driving us into the Franklin :hool building, where the exercises were concluded, though we were unable to have street parade as planned. All songs and recitations were given in English gener-lly, in the case of the recitations, followed by a translation into Spanish, that the uests might derive more profit and pleasure from the exercises. The children pro ıounced and enunciated the English with remarkable clearness, and at the end of :he exercises expressions of delight and surprise, mingled with regret that the rain had interfered with carrying out the programme as originally planned, were heard on all sides.

Later I received 4,000 more small flags from Washington Camp, No. 6, P. O. S. of A., State of New Jersey, for Fourth of July exercises; but as the schools were already closed and the teachers dispersed, I did not consider it advisable to attempt to have any exercises on that day. The effects of such exercises are seen everywhere. The little flags which I allowed the children to keep are fastened to the walls of the houses, being often the only bit of ornament or brightness the house contains; and young and old can be heard singing our patriotic songs. Another year I hope to have matters sufficiently well in hand to let no holiday pass without its appropriate exercises.

Respectfully submitted.

ROGER L. CONANT, *Supervisor.*

Hon. SAMUEL M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT No. 8.

PONCE, P. R., *July 18, 1902.*

SIR: I have the honor to submit the following report on the schools of the eighth district:

The school year opened auspiciously, though the lack of school accommodations made necessary the regrading of many schools. Teachers were overwhelmed by the numbers seeking admittance. As far as possible pupils of the preceding year were given the preference, but where these failed to make their appearance during the first few days new applicants were admitted. The school supplies arrived promptly and teachers were enabled to organize their classes and arrange plans and programmes that could be put in operation without delay. Some improvement had been made in furniture, but many schools were still without bookcases, teacher's tables, and the necessary seats and desks. By an effort the board soon succeeded in placing book-cases and tables in the greater part of the schools, and as fast as patent desks were received from the department the benches and desks used in the graded schools were transferred to the rural schools, and we were able to avoid seating pupils on the floor. The department has now promised a sufficient number of desks to complete the seating of the graded-schools at the beginning of the next school year.

Owing to the lack of legally qualified teachers only 39 schools were opened in October. This number was increased during the year to 43, but rural schools remained closed, though some of the barrios in which these schools are located have approximately 200 children of school age, and many petitions for schools have been filed. In securing grade teachers the board was more fortunate, and every position created was filled. Early in October a kindergarten was established and placed in charge of a kindergarten specialist. So popular was this school found to be that an assistant had to be employed. Even with this aid the teacher found it impossible to admit all who applied. Another kindergartner will be employed next year and the

capacity of the school doubled. The pupils' range in age from 3 to 6 years, and some of them are developing wonderful originality and power of perception.

The McKinley rural school building which was erected by the department was opened to the children of the barrio September 30, and the enrollment was soon complete. A competent teacher of agriculture had been employed, and one half of the day was designated for garden work while the other half was devoted to academic work. The school board had the garden fenced and plowed, but unfortunately the climatic conditions almost precluded gardening. No means of irrigation had been provided and there was no rainfall until about two-thirds of the school year had elapsed. The pupils have manifested special interest in their work and the first planting was carefully tended, water being carried from the river several rods distant, but without any result whatever. Necessarily teaching was confined to the schoolroom. At the beginning of the rainy season the garden was replanted and in a remarkably short time vegetables were ready for use. The results have been very good, showing what the possibilities of the school will be when a system of irrigation shall have been introduced. The products of the garden are sold by the pupils and the proceeds will be devoted to the purchase of a library for the use of the school. It is unnecessary to add that the keenest interest is evinced by the children in the accumulation of this fund. The practical benefits of this school have been recognized by the people, and it is to be regretted that more such have not been created throughout the district.

Another new phase of the educational work has been the inauguration of a night school, which was opened December 9 with two teachers in charge. The ayuntamiento had been conducting a small night school, and, being ever ready to cooperate with the department in its effort to uplift the people, it voted to transfer this school, with its corresponding appropriation of $410, to the school board. The two schools were merged into one with increased advantage for both. The classes of this school are composed of earnest young people of both sexes whose circumstances compel them to devote the day to some occupation, and who gladly embrace this opportunity for self-improvement. So great was the number of applications made that another teacher was supplied and another room equipped. The three schoolrooms have a seating capacity of 108, and at the close of the third week 217 applications had been recorded. The school closed with a waiting list of 138, from which it is evident that it should be duplicated in this city. It may be interesting to note that among these pupils tailors exceed in number, and next in order come shoemakers and carpenters. Among the girls seamstresses predominate, followed closely by servant girls. About two-thirds of the applicants can neither read nor write. On the other hand, one class was able to begin with third-grade work and is now doing fourth-grade work.

Neither the graded schools nor the rural schools have had the seating capacity to accommodate all of the applicants. Children's names were registered in the order in which applications were made, and new names for the roll books were always drawn from these lists; yet at the close of the year 786 names are found on the waiting lists. This is probably one-half of those who desired school privileges, but who knew of the overcrowded condition of the schools and so did not apply. The four graded schools, comprising 21 schoolrooms, together with the kindergarten, have had an enrollment of 1,252 children, while the number enrolled in the rural schools reached 1,315.

We are glad to state that the erection of three school buildings is in projection, and the ayuntamiento has purchased the lot on which two of them will be built. The three will perhaps accommodate 900 children. There are 27 school buildings in use, and only one is the property of the municipality. All other buildings, with the exception of the McKinley rural school building, which is the property of the people of Porto Rico, are rented and have required an expenditure by the school board of $3,698.78 for the nine school months. During the school year the board has expended $14,327.44, and yet the schools have only the most essential equipment.

Of the 46 teachers employed 7 are Americans; with the exception of the kindergartner and the agriculturist, these have been engaged in teaching English. The native teachers are for the greater part interested in their work and thoroughly alive to the necessity for the better preparation for their duties as teachers; but it is to be regretted that a few have not caught the true spirit of education. They have not realized that education means character building, and that they can not hope to inculcate right principles while they permit their pupils to see that they themselves are dishonest in their work. In contrast to these are some teachers whose personal influence is exceptionally good, and who sacrifice both their time and their money for the improvement of their schools.

While the progress in class work has been slow in many places, there have been some remarkable cases of advancement. The English work in two rural schools is

particularly worthy of mention. Though the teachers have had almost no opportunity to study the language and the pronunciation is faulty, yet there are pupils who can read and translate readily in the First Reader and who write accurately from dictation. Though there has been some complaint about the amount of number work required by the course of study for the first year, some of the first-year pupils have more than completed this work. As in all other phases of the work, much depends upon the teacher. One of the greatest difficulties which we have had to overcome was the disposition on the part of some teachers to overlook the necessity for originality of thought and individual work. In neatness of written work much improvement has been made. During the year tardiness has been almost eliminated, and the average monthly attendance has been increased almost 15 per cent. Two rural schools have the remarkable record of having a percentage of attendance of 100 one month. Pupils are becoming imbued with the idea that absence means loss to them, and we sometimes find children in school who are too ill to be away from home. Many are willing to undergo privations in order to attend school. One boy in a rural school breaks stone on the road after school hours, and by this means earns sufficient to buy his dinner, which is his one meal. Night-school pupils sometimes attend without any evening meal, as they are not dismissed from work until almost the hour for opening the school. There are some girls in the day schools whose assistance in sewing is needed to contribute to the family support. This means less to eat and less to wear, yet those who make these sacrifices are seldom heard complaining.

Throughout the district the greatest interest is shown in the celebration of the national holidays and all educational meetings. Usually each school conducts its own exercises in its own building and has a large attendance of parents and friends.

The most memorable occasion of the year was the educational conference held March 20, and for this the board secured the use of the theater. The commissioner of education was assisted in this conference by Dr. James E. Russell and Dr. C. Hanford Henderson, and the conference was not only an intellectual treat, but of great practical good to the teachers. Two sessions were held and the theater was filled with an enthusiastic audience.

The close of the year was marked by the first public school graduation exercises ever held on the island. Eighteen boys and girls had completed the course of study and received certificates. The exercises were held in the alcaldía, the alcalde presiding. The address was delivered by Mr. Domenech, a member of the house of delegates. This graduation has not only been an incentive to the succeeding grades, but it has demonstrated the natural ability of the boys and girls of Porto Rico and the efficacy of our system of public instruction, and has made necessary the establishing of a high school, which will be organized at the beginning of another school year.

Respectfully,

JEAN L. ANKROM,
Supervisor.

Hon. SAMUEL M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT NO. 9.

YAUCO, P. R., *August 13, 1902.*

DEAR SIR: I beg to submit a report on school work in this district during the past school year. This report is not intended to be official. To give an official report I need numerous facts and details which I do not possess. As my appointment as supervisor has been made this summer it will be impossible to give the data from experience. Nor is it possible to avail myself of statistics on file in my office, because I find them incomplete. Under such conditions a supervisor's report from me would be comprised of necessity of material which, indeed, might be true, yet to which I would not subscribe my name. For these reasons, I content myself with giving a résumé of what I recall of the graded schools of Yauco, of which I was principal last year.

There are two buildings in Yauco which are used for school purposes. One is a large schoolhouse of six departments, well ventilated and commodious; the other, the newly constructed Columbus Graded School, which contains four departments.

When the schools were opened at the beginning of the year there were eight graded and one principal school. Shortly a kindergarten and an evening school were opened, so that our total enrollment was almost 575 pupils. I had nine native assistants, each in charge of a graded school, one American teacher of English, and an American in charge of the kindergarten. Later I succeeded in securing an additional teacher of English.

Apparently little had been attempted by the principal of the previous year to have

some means of classification to facilitate the reopening of schools. The children had not been assigned to grades nor had they been told to return to their respective schools. With the aid of some native teachers I effected hastily a preliminary classification. This division was, of course, imperfect. Nevertheless, by careful sifting a satisfactory reclassification was made during the month of October which was preserved with few changes for the rest of the year.

The kindergarten school was, as far as possible, a distinctly American institution, which provoked much enthusiasm. Bending to this enthusiasm of the town, I had this school divided into two departments, the children of one department attending morning sessions, those of the other attending afternoon sessions. Two sessions of three hours each, daily, I concluded was too great a strain for the little ones. Moreover, I was able by the new arrangement to accommodate a greater number—about 10 per cent of those who desired to enter. The school was not a real success as a kindergarten, due solely to an unfortunate lack of kindergarten material. As the department failed to furnish us with such material, we were limited to our private purchases and our ingenuity.

An evening school was opened in which 50 young people at once enrolled. This school at the close of the year was composed of a class which, with a few exceptions, was completely different from the class at beginning, owing to the fact that many secured employment in the Central of Guanica or in other towns and were unable to attend. There is enough enthusiasm for three or four such schools.

At the beginning our graded schools consisted of four grades. With the arrival of Dr. Brumbaugh's course of study a fifth grade was at once formed. So rapid has been the progress that we shall open in the fall with a seventh grade. This exceptional progress was due to some extent to a desire to excel on the part of the teachers and to the general eagerness to learn on the part of the children. In the higher grades this eagerness was stimulated by use of approbation cards. These were given weekly to those pupils whose attendance, deportment, and application were perfect for the week and who had not rendered a culpably imperfect lesson. Such cards, it is clear, are within reach of all. As weeks passed it resulted that the competition became interestingly keen. As prizes for those holding in June the greater number of cards were offered works in English, among them Boys of '76, Irving's Sketch Book, Poor Boys Who Became Famous.

It speaks at once well both for pupils and teachers of English to be able to state that there are school children in Yauco who can appreciate now works in English. To be sure, the teachers of English lacked knowledge of Spanish, but the necessity of making themselves understood accompanied by the acute observation of the pupil, and coupled with the fact that most of the native teachers know considerable English, brought about the desired end, the acquisition of English by the pupil.

Generally speaking, the corps of teachers here was generally good. Every week we held a pedagogical conference, which I invited the rural teachers to attend. At these conferences we discussed in an impromptu way any dubious point which may have appeared during the previous week or might come up in the future. Frequently I gave a lesson in English, following which would be a lecture by one of the teachers. These school meetings were popular and very instructive.

On the whole, I consider the Porto Rican child fully the equal of his northern companion. He is intelligent, diligent, observant, possesses a good, retentive memory, and fair reasoning power. I find in him an instinctive fondness of study which the American has to acquire by continued study. All he asks for is the opportunity. Now that this is extended to him, he tries to accept it, although in many cases he is ill fed and ill clothed.

On two occasions in the past year the school children participated in civic parades. The first was in welcome to the governor upon his first visit to Yauco. I inclose under separate cover a copy of Collier's Weekly containing a pictoral reproduction of the governor's trip, by which you will observe that the views illustrating school children were taken in Yauco.

One other manifestation was on Flag Day, or, rather, the Sunday following, as the exercises had been postponed on account of rain. This, too, was on a most elaborate scale. I was given a detachment of 30 members of the insular police in charge of Captain Diaz. The entire force of firemen, some two hundred, turned out with Chief Lucas at their head. In the rear brought up the carriages containing members of the school board, the alcalde, members of the ayuntamiento, and private individuals. After marching through the principal streets we wended our way to the immense storehouse of Egozcue. Fully three thousand persons were within the building when the alcade, Don Antonio Mariani, made his address of welcome. Then there were recitations in English and Spanish in honor of the flag, and the singing en masse of patriotic airs, at the close of which refreshments were served to the children. In no town of Porto Rico was Flag Day more fittingly observed than in Yauco.

The following Sunday, June 22, we had in Yauco a performance in English given by the public school children, the facts of which I have already treated at length in a previous communication. It was a most ominous closing of the academic year. It testifies forcibly to the excellence of the Porto Rican pupil. It shows that he has accepted the opportunity and has profited by it more than was expected.

Respectfully submitted.

FRANCIS LYNCH, *Supervisor.*

Hon. S. M. LINDSAY,
Commissioner of Education, San Juan, P. R.

[An account of the rendering, in English, of the operetta The Fairy of the Fountain, by the school children of Yauco.]

THE FAIRY OF THE FOUNTAIN.

Last fall I used to visit with some frequency the house of Gen. Antonio Mattei. Mr. Mattei is a very active man, and had received from Barcelona numerous operettas of one act each, suitable for children. Almost every evening there was a rehearsal, in which tookpart from eight to twelve girls. My evenings there were enjoyably passed and I kept adding to my knowledge of Spanish. About New Year's the thought occurred to me, why not make a change and try to have the children learn a similar operetta in English? I consulted with Miss Anna B. Willson, one of pally to amuse the children and incidentally to reciprocate in English what they had my teachers of English, and she kindly volunteered her support. My idea was princioffered me in Spanish.

In the course of a month I received from the States The Fairy of the Fountain, a simple operetta in two acts, with simple, yet catchy music. The plot was not deep. A poor old lady had two daughters, one haughty and of fiery disposition, the other meek and affectionate. One night both daughters dreamed that they were to be married to princes, and the following morning the elder, instead of obeying her mother, spent her time decking herself for the prince's arrival. The younger and wiser consulted with her mother and thought no more of it, realizing that it was only a dream. Later in the day the elder daughter goes to the fountain to get water for her aged mother. The girl is angry. A fairy appears, disguised as an old hag, and asks for water, which the girl refuses. For this the old hag vows vengeance. At this point a prince appears, who, tired of hunting, comes to rest on the green about the fountain. He meets the pretty girl and speaks to her. She, full of ecstacy, tries to reply, but instead of words frogs and toads fall from her lips. Such was the fairy's vengeance.

Some time after, the younger daughter appears at the fountain on a similar errand and the fairy repeats her test. Disguised she pleads for water, which the girl offers with overflowing generosity and affection. After drinking she discloses her identity and informs the good daughter that her greatest wish will be fulfilled. The daughter thought not of princes but of the plague which was pursuing her sister and asks that it be taken away. The fairy, doubly content, grants the one and offers the other. Suddenly the prince again appears with his huntsmen and is amazed to find another maid so beautiful. Unable to contain himself he addresses her and as she replies diamonds and roses fall from her mouth. Rejoicing, the prince accepts her as his bride. At this instant the elder returns to express humbly her grutitude and to offer congratulations.

Of course the first task was to study the parts of the play that the characters of the actors might be suited to the rôles. As a stimulus two persons were selected to compete for each part. For the first fortnight they read their parts and practiced songs. Owing to the small range of the voice of the Porto Rican, it was necessary in several instances to transpose the music. I was very fortunate in this to have at my disposition the services of Mlle. Alice de Parfourne, a young French lady who possesses a quite profound knowledge of music.

By the beginning of March we had our first rehearsal. It was most ordinary, for the material was still raw. But it was sufficient to give me hope that I might give a performance to the school children at the end of the school year.

The townspeople grew enthusiastic, for it was the first time that such an attempt had been made, they said, in Yauco. In fact, it was found difficult to hold private rehearsals. Much greater then was the enthusiasm when it was learned that never before in the history of Porto Rico had an attempt been made to give a performance in English. New dance music was sent from the States. A chorus was formed of 24 girls of the schools to sing and give exhibition figure drills. These drills, a novel and interesting feature, were directed by Miss Willson.

As days rolled on our ideas enlarged themselves until we decided to give a grand performance. With this view the making of costumes was begun in May. I sent to the States for various articles unobtainable here and with the aid of special fashion plates from Paris very original and artistic gowns and uniforms were secured. It was the first time that the tailors and dressmakers were engaged in an undertaking so fantastic. And in order that there might be a fitting souvenir, I had printed programmes de luxe which cost $45.

There was no stage in town, nor hall large enough for the company and the expected audience. I overcame this difficulty by constructing a stage 30 feet wide and equally deep. My mechanics were public-school boys directed by a carpenter of the town. For scenery I put to use that of two social clubs of Yauco. Nevertheless, the fore and back ground and four side pieces were constructed specially. The ceiling and walls of the opera house were decorated with a profusion of American flags and tropical palms, decked here and there with banners of France, Spain, Germany, Italy, Cuba, and Porto Rico, which represented the different nationalities of which the population is composed.

The date fixed for the performance was June 17, the one hundred and twenty-seventh anniversary of the battle of Bunker Hill. Unfortunately, the weather during the first half of June was so inclement that the date of performance was postponed until the following Sunday, June 22.

Sunday was one of those rare June days. At 7 p. m. the doors were opened. Shortly came a detachment of 25 firemen and 10 policemen to do special duty. For ushers I had trained 6 of the larger schoolboys. So many came from Ponce and surrounding towns to see the performance that the attendance itself was a big success.

At exactly half past 8 the Cocolia orchestra, of Ponce, began to play the overture. Three hours later the production of the Fairy of the Fountain was history. The success was complete. The work of the children was marvelous—far better than my fondest expectations. With one or two slight exceptions, the English was faultless. The impersonations were excellent, the singing admirable, the chorus drills exceedingly clever; in short, every scene, almost every movement, was encored. To one not present the account of the work of the children would seem incredible. At every turn there were congratulations and frank confessions that it was the grandest spectacle of the kind the town had ever had. Nor had there ever been in the history of Yauco so large and cosmopolitan a gathering at a social event. Political and personal prejudices seemed to have been smothered in that event so thoroughly American.

The following Tuesday we gave a matinee for the children, which was attended by all the children. The Yaucoans felt so proud and enthusiastic they wanted me to take the company to Ponce for a performance in that city. This I declined, being satisfied in having my hopes so well realized in Yauco. The spirit, however, still lives, and to-day we have in Yauco two amateur companies, one of school children, one of adults, who are rehearsing and who hope that I shall attempt to repeat this fall the task of last spring.

SCHOOL DISTRICT NO. 10.

SAN GERMAN, P. R., *July 15, 1902.*

SIR: I have the honor to submit the annual report for the school year 1901–2.

To give an idea of the growth of the number of schools and pupils enrolled in this district I present the following table of statistics:

	1899.						1902.					
	Schools.			Pupils.			Schools.			Pupils.		
	Town.	Rural.	Total.	Boys.	Girls.	Total.	Town.	Rural.	Total.	Boys.	Girls.	Total.
San German	5	7	12	332	263	595	11	11	22	564	442	1,00
Cabo Rojo	2	8	10	335	138	473	6	10	16	450	271	72
Lajas	2	4	6	168	49	217	3	7	10	306	162	46
Maricao	2	2	4	(a)	(a)	.....	3	4	7	165	116	28
Total	11	21	32	835	450	1,285	23	32	55	1,485	991	2,47

a No data.

The figures under 1899 are for the school year ending June 30, 1899, and refer to the last year under the Spanish system.[a] In this connection it must be said, however, that the number of pupils given that year refers to the pupils that had been in attendance at some time during the year, and does not mean the number of pupils actually enrolled at the end of the year. The figures under 1902 are for the month of March and include one evening school.

LOCAL BOARDS.

Under the new law the local boards have been able to comply better with their duties. The two causes that up to the present school year seriously hampered the work of the boards, viz, lack of funds and lack of teachers, have been overcome.

The municipalities of San German, Cabo Rojo, and Maricao set aside 20 per cent of their respective budgets for school purposes. Due to this fact, these boards have been able to pay all expenses and have a balance in the treasury at the end of the year. In Lajas the municipality gave only 16⅔ per cent of its budget to the school board. Consequently, the board is badly in debt at the present time.

The board of San German has done all in its power to better the conditions of the schools. Before the board began to receive funds from the municipality the president personally advanced money for repairs and material. The records and accounts have been kept in a neat and business-like manner by the secretary and treasurer.

The personal interest and attention given to school matters have been most laudable. In Cabo Rojo a great deal has been done through the personal efforts of the president, but he has not been properly assisted by the members.

In Lajas and Maricao the actions of the boards have been conspicuous for their slowness. The Lajas board was discouraged from the start by the lack of funds.

SCHOOL HOUSES.

There are in all 5 buildings for town schools and 31 for rural schools.

San German has 2 graded-school building—the Longfellow School, erected by the department, and the Antonio Martinez School, donated by a lady of that name. This latter building, if properly repaired, is large enough for eight or nine schools. At present there are six. The board has spent several hundred dollars in repairs, including new floors, plastering, painting, and stopping leaks in the roofs. The outhouses in this building are in a bad sanitary condition and should be condemned.

The rent of the rural schools was raised and demands made on the owners for proper repairs. These repairs we complied with in nearly every case. A coat or two of whitewashing and repairs on the roofs, doors, and shutters have greatly improved the schools in appearance and condition. To these things has been added in many cases a flower garden cared for by the children, under the teacher's direction, and on the whole our rural schoolhouses have received such distinguishing marks that they are no longer mistaken for the wayside rumshops, with their unpleasant surroundings.

The graded school at Cabo Rojo is in a very unsatisfactory condition. It is not large enough to properly install the schools of the town and there is such a scarcity of houses that no other building can be obtained. A new schoolhouse for this town is an indispensable necessity.

The graded school at Lajas is in such a bad condition that it should be condemned. The board is paying far more house rent than any private person would do. Still, during hard rains this house offers little shelter, the bolts on the doors are not safe, there are loose boards, there is need of steps leading to the back door, and the outhouses are in a wretched condition. Yet, as far as I know, the board has done nothing to compel the owner to repair this house, nor has an effort been made to find a different house.

The graded school at Maricao is a solid brick building divided into three large rooms, which are among the very best in the district.

FURNITURE AND EQUIPMENT.

When it can be said that one-half of the schoolrooms of this district are equipped with American desks against none three years ago it shows that the improvement in this respect has been remarkable.

Including the furniture placed in the school buildings erected by the department

[a] The first schools organized by the Americans and under the American system were for the year beginning September, 1899.

the number of desks sent out by the department to the various municipalities is as follows:

San German	412
Cabo Rojo	316
Lajas	208
Maricao	103
Total	1,039

Besides these desks there were received 36 kindergarten chairs.

This new furniture is not only appreciated by the boards and teachers, but far more by the pupils themselves. Good furniture is a decided aid to better discipline and better school work.

With few exceptions the rural schools are provided with long benches and desks, and in some cases there are not enough of these.

All the schools are provided with bookcases or boxes for storing the books. Maricao and San German have made the best provision for the schools in this respect. The Cabo Rojo board has furnished cases made of rough boards, some painted, others not, while at Lajas the boxes and cases are neither attractive in appearance nor very useful for the purpose for which they were intended.

The San German board has provided for each rural school a blackboard 3 feet wide and 12 feet long, with a chalk tray running the whole length. These boards are covered with roll cloth, thus making a very serviceable aid to the teacher in his work. In the graded schools this cloth has been mounted on the walls of the respective rooms.

It is matter of regret that many of our schools still lack a supply of pure, healthy drinking water. The San German board is the only one in this district that has made an effort to give the school children filtered drinking water.

BOOKS AND SUPPLIES.

The supply of books and material for the schools has been very liberal. No effort has been spared to give the schools what was needed in this line. Flags have also been supplied to all schools. Teachers and pupils have come to look upon the flag as a necessary adjunct to the school.

THE TEACHERS.

When it is considered that out of 59 teachers employed in this district during the past year 24 had had no previous experience in teaching, the great drawback from which the school work has suffered becomes at once apparent. These inexperienced teachers have required a large amount of instruction in organizing and conducting their schools, and have tested the supervisor's patience to the utmost. To offset their inexperience many came equipped with a good stock of good will, industry, and willingness to do as they were directed.

With very few exceptions they have done as well as could be expected from them considering their previous environment and preparation. In many cases where the work was not acceptable, the supervisor frankly told the teachers that they would not be accepted as teachers for the coming year unless they attended the summer course at the Insular Normal School. Twenty of the rural teachers from this district are now taking the summer course.

With the advent of the new furniture the discipline has improved, but there are still teachers, who with their good rooms and good furniture have failed to implant good discipline. There has been some improvement in method, but there is still much to be done in this direction. Teachers imagine and claim that they work hard, forgetting that the teacher's work can only be judged by its results.

The amount of energy that is wasted in our schoolrooms is surprisingly great. While the teachers are making such improvement in their work as can be reasonably expected, the question of getting a full corps of good teachers will only be solved by the normal school.

THE PUPILS.

The charge that the pupils are hard to manage and hard to teach is frequently brought by teachers. As a matter of fact there are few teachers who thoroughly understand their pupils and know how to manage them. The children of Porto Rico are naturally bright and willing to learn. There are few indeed who do not do well when properly treated and properly taught. The samples of work show that their progress has been very satisfactory considering the conditions under which they were taught.

AGRICULTURAL SCHOOLS.

Of the two agricultural schools in this district only one was partially successful. The supply of tools for these schools is not suitable. The course of study presupposed a fundamental knowledge among the pupils which is nonexistent, and tries to deal out as definite knowledge things which for the present can only be matters of experimentation.

One of the agricultural teachers left in March and his work was continued by a Porto Rican teacher with fair success. He deserves to be appointed to an agricultural school next year. As matters stand now the school at Lajas should be continued as an agricultural school and the one at Cabo Rojo had best be conducted as a rural school.

To close the year's work public exercises were held in San German, Cabo Rojo, and Maricao. They were attended by people of all classes who showed the greatest interest in the proceedings. In Maricao all the stores closed at noon in honor of the day. The local boards contributed liberally to make these closing exercises a success.

In closing this report let it be said that the work of the schools as a whole was far more satisfactory than in the preceding years. There is a constant demand for more schools. The interest and enthusiasm of teachers, pupils, and the people in general has not subsided.

Respectfully submitted.

PAUL G. MILLER, *Supervisor.*

Hon. SAMUEL M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT NO. 11.

MAYAGUEZ, *June 30, 1902.*

SIR: Following instructions received, I beg to transmit herewith my annual report for 1901–2.

At the close of last year conditions were as follows:

1. Total population of the district	63,505
2. Number of municipalities in same	3
3. Number of schools open	54
4. Number of teachers employed (including seven Americans)	59
5. Number of pupils enrolled (1,494 male, 1,114 female)	2,608
6. Average daily attendance	37.2
7. Per cent of pupils enrolled attending daily	79.5
8. Per cent of total population enrolled in schools	4.1

For comparative statistics of present year, please refer to report of statistical clerk.

School funds expended during present year:

Mayaguez	$7,409.62
Añasco	1,026.86
Las Marias	748.11

Approximate municipal cost per pupil enrolled:

Mayaguez	3.50
Añasco	1.50
Las Marias	2.25

It will be seen that the increase of teachers is only six, this being the full number we were entitled to on a pro rata basis. Of the 65 teachers at present employed, 45 are married, 3 are colored, and their average age is 32 years. Thirty per cent of the pupils enrolled are colored. In addition to the day schools we have, at Mayaguez, three night schools—two maintained by the department of education and one by the school board.

At the beginning of the year changes were made with the English teachers, and an additional one was granted to this district. General conditions have improved this year. Schoolhouses are better equipped, supplies are more plentiful, school boards are more active, teachers are more studious and efficient, pupils are happier and more thoughtful.

Modern schoolhouses have been erected in each municipality, public sentiment is more favorable, and the position of the supervisor has been improved. Roads have been constructed and repaired.

This district has been enriched by the erection at Mayaguez of a commodious schoolhouse, well equipped, and of two agricultural schools. These buildings have

served the double purpose of making the work of teacher and pupil easier and more agreeable, and, by giving the people an idea of what a schoolhouse should be, have created a universal wish to have more of them. Progress has been observed in the character of the work of teachers and pupils.

Specimen blanks sent out by the department of education, to be filled in by the pupils at the beginning and end of the year, show a decided improvement in every particular. Old-fashioned methods of teaching seem to die hard, and they are still observable to a greater or less extent in most of the schools. There are a number of teachers who, although doing their best, have proved incapable, and will soon have to be replaced by more efficient workers. Lack of attention to details is generally observable, and superficial teaching is too common. Arithmetic is badly taught throughout the district. The reading lesson is gone through too hurriedly, and frequently lacks the preparatory explanation. The study period is unfruitful, because pupils are not shown how to study, and this may be said also of the general lesson. Handwriting is especially good. The vertical style has been generally adopted.

As noticed in previous reports, the pupils are endowed with excellent memories and vivid imaginations, but they are weak thinkers and poor reasoners. It is very difficult to obtain a direct and concise answer to a question. Their musical capabilities are excellent and under favorable circumstances they sing correctly and sweetly. Reproduction and composition work shows a too close adherence to the words of the text-book; or else contains superfluous expressions that have no bearing on the subject. A pupil who wrote an excellent essay on George Washington failed miserably in the description of an ordinary chair. Discipline, although improved, leaves much to be desired.

I note improvement in the pupils in regard to independence, thoughtfulness, cleanliness, health, obedience, and respectfulness. The faces of the pupils brighten as the English lesson approaches, and the progress universally achieved in that language is very encouraging, reflecting great credit on the pupils and their teachers. There is a complete ignorance of the rudiments of civics. In spite of defects, disadvantages, and difficulties, the Porto Rican children compare very favorably with any with whom I have been brought in contact. The most rapid progress is observable between the ages of 8 and 12 years.

I am glad to relate that I have not had notice of the expulsion from school of any child, and corporal punishment has not been administered to my knowledge. No school has had to be closed on account of sickness, and deaths have been scarce. Every teacher and pupil attending our public schools has been vaccinated.

Unsuitable schoolhouses and the intense heat make the indulgence in outdoor games inconvenient and, perhaps, unwise. The older children generally avail themselves of the privilege of taking the lesson books home, where very frequently they are employed to enlighten some less fortunate companion.

During the months of November, December, and January, due this year to the exceptionally heavy rains and the gathering in of the coffee crop, the attendance at the rural schools declined considerably. This was especially noticeable at Las Marias, where the intense poverty and bad roads always make regular attendance somewhat difficult.

All special holidays have been regularly observed throughout the district. Whenever possible a procession of school children has paraded the town, and, on all occasions, special exercises have been held and the public invited to participate.

Washington's Birthday and Flag Day are our favorites. On these occasions at Mayaguez, thanks to the hearty cooperation of officials and public, we can always count upon having a full theater and an enthusiastic and intelligent display of patriotism. The school chidren always contribute a varied and interesting programme; and their behavior is exemplary. The dedication of Farragut graded school was a notable day in the educational history of this city. The brief ceremony on the morning of March 18 was opened by Dr. F. Basora, the worthy president of the school board, who welcomed the commissioner and guests. Dr. S. M. Lindsay, commissioner of education, then dedicated the building, which was received by the mayor, Mr. Fajardo, amid the applause of the audience. There were present on the platform the Drs. Henderson and Russell (guests of Dr. Lindsay), Rev. H. McCormick (Rio Piedras), Mr. F. A. Martinez (field supervisor), and many prominent citizens from the surrounding country. The school children and teachers who were lined up in front of the building, which was profusely decorated, contributed patriotic songs to the music of the municipal band.

At the close of this short service the whole party marched in procession to the neighboring theater, where an eager crowd of school children and adults awaited the advertised special exercises. The speeches of Drs. Lindsay, Russell, and Henderson were enthusiastically received, and have been productive of much good in this district. This being the first visit of the commissioner to Mayaguez, he spoke

of the work and intentions of the department of education, and aroused the confidence and sympathy of the people with its work. The practical speeches of Drs. Henderson and Russell created interest in new phases of educational work. A sketch of the life and achievements of the celebrated admiral (Farragut) in whose honor the school is named was given by Dr. Gandier (Mayaguez), member of the local school board. The speeches were interspersed with songs and recitations by the school children.

On March 12 Mayaguez was honored by receiving the first visit of our honorable governor, Mr. William H. Hunt, and on this occasion the school children contributed their full share in according him a hearty welcome.

Teachers' pedagogical conferences have been held during the year at Mayaguez and Anasco. Every teacher in the district was assigned a subject, the best of which were read and discussed at the meeting. In response to the invitation of the supervisor many of the leading citizens attended, who expressed themselves highly satisfied with the work performed by the local corps of teachers. Advantage of this opportunity was taken by the supervisor to solicit the sympathy and cooperation of the people with the department of education and to remind them of their obligations to the public schools. We were disappointed at the nonarrival of the field supervisor, Mr. A. F. Martinez, who was unavoidably detained from being present.

These conferences stimulated the teachers to take a higher view of their work, and demonstrated the necessity of increased self-culture thus proving very beneficial to all who participated.

After the sad death of the lamented President, William McKinley, 1,500 school children cheerfully contributed 1 cent each to the memorial fund. This spontaneous exhibition of love and respect to the memory of one whom they had been justly led to regard as their friend and benefactor was very touching, the more so because most of the little donors were very poor. The great cruelty exhibited in Porto Rico to the dumb animals led to the organization in our schools of a branch of the Band of Mercy, and now some 500 children wear the ornate badge of that worthy society. Through the kindness of friends in the States, and at home, we have been able to establish a small circulating school library, and I now take this opportunity of respectfully soliciting donations for the same.

The school boards seem disposed to act in harmony with the wishes of the department of education, and to further the best interests of the schools; although, from lack of necessary funds, they have not been able to accomplish great improvements. With an increased budget they might advantageously keep the schools open a month longer, which seems to be the wish of parents and pupils alike. Deducting from the school year holidays and wet days, the actual days attended by the majority of pupils are about 160.

The English teachers (American) have accomplished good results in the schoolroom, and, generally speaking, have harmonized with the people and creditably advanced American ideas in their respective communities.

My experience has proved the teaching of the first grade by an American who does not know Spanish to be a failure. In my judgment, the whole time of the English teacher can most profitably be employed in teaching the English language only—unless she be well versed in both languages.

Whenever possible I think the teaching of all the grades might be in both languages. The rural teachers have very few opportunities of acquiring the English language, yet they manage to teach a little, and frequently the pupils read it more correctly than their own. A good English dictionary in addition to the one they have and a visit from time to time of the English teacher would prove helpful to the rural teachers.

Due to the fact that the principal of the graded schools must devote much of this time to the teaching of the highest grade, there is a manifest deficiency in the grading of the pupils. In schools of more than six rooms I think it would be well to provide an assistant, so that the principal can attend more to the classifying of the pupils and the harmonizing of methods employed by the auxiliary teachers.

The very varied interpretation of the course of study has proved a disadvantage. One first-grade teacher was found giving high-school lessons in botany and physiology. Perhaps the chief reason for the poor results achieved by many teachers is the total lack of a knowledge of child psychology.

The circulation of pedagogical books by the department of education during the past year has proved of untold benefit to some of the teachers. I am glad to report that there is an increasing desire on the part of most of the teachers to continue studying.

At the recent general examination in the English language about half the teachers presented themselves, but only very few were able to successfully cope with the programme.

This district has two agricultural schools—one at Anasco and the other at Las Marias. Both are splendidly situated, the former in a sugar-cane valley and the latter up in the hills amongst the coffee plants. For lack of local support in one case and of a suitable teacher in the other, no agricultural work has been accomplished. We need trained agricultural teachers and plenty of local support if these schools are to do efficient work and realize the object for which they were created.

In my estimation we can not have too much industrial work introduced into our Porto Rican public schools; the harmonious development of head, heart, and hand should be our endeavor. The inauguration at Mayaguez of an industrial school will soon be a pleasant reality, and a high school will be provided just as soon as we are ready for it.

Of the candidates examined during the year for teachers' certificates, few have been successful, and I attribute this not to any lack of intelligence on their part, but rather to the scarcity of suitable books or a too hurried preparation.

The young people sent from this district to the States to study are all doing creditable work and express themselves as being highly delighted with their treatment and surroundings.

On May 30 the school supervisors, after attending the impressive dedication of the Insular Normal School at Rio Piedras, met in conference at San Juan.

Every phase of school work was freely and fully discussed, and in consequence some of the defects of the present school system will probably be remedied and such new plans as experience has proved advisable adopted.

Respectfully submitted.

JOHN MELLOWES, *Supervisor.*

Hon. F. M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT No. 12.

AGUADILLA, P. R., *August 1, 1902.*

DEAR SIR: I have the honor to submit herewith my report on the district of Aguadilla. It is necessarily incomplete on some points, as I have served as supervisor of this district only since the 21st of January, 1902, after the death of my predecessor, Mr. Stanley W. Bortree.

This district is composed of five municipalities—Aguadilla, Aguada, Moca, Rincon, and San Sebastian. The following table shows the number of schools open during the past year, in connection with the population and area of the district:

Municipality.	Area (square miles).	Population.	Primary schools.	Graded schools.	Rural schools.	Total schools.	Barrios without schools.
Aguadilla	34.72	17,830	1	10	10	21	5
Aguada	28.73	10,581	1	3	6	10	13
Moca	37.81	12,410	.....	3	5	8	6
Rincon	12.87	6,641	.....	3	3	6	5
San Sebastian	68.67	16,412	1	4	9	14	15
Total	182.8	63,874	3	23	33	59	44

This represents an increase of 25.53 per cent over the number of schools open last year (47). However, the barrios without schools (44 in number, as the table shows), contain a population of over 30,000, or approximately 5,000 children of school age without any opportunity to attend school. Moreover, many of the barrios which at present have one school contain children sufficient to fill four or five schools. A hopeful feature of the situation is the fact that the local boards are willing and able to open next year all the schools which the department may be able to grant them. Everywhere there is a demand for more schools on the part of parents, children, and school boards.

ENROLLMENT AND ATTENDANCE.

The enrollment has been as a rule quite satisfactory, almost all the schools having nearly 55 pupils—the full number allowed. In the exceptional cases the small enrollment has been due either to the school being badly situated or to lack of confidence in the teacher. In two cases only have I found it due solely to the apathy of the

parents. Frequently a teacher has had twice as many applicants as he could admit to the school. Frequently the eagerness of the children to get an education is pathetic. I have had a number of instances related to me by my teachers of children coming every day from 3 to 5 miles over these difficult mountain trails, remaining all day in the school with scarcely a bite to eat, and getting back to their miserable homes at nightfall.

The attendance is not always so satisfactory. They have not as yet learned the necessity of regular attendance. A little rain or a slight indisposition is considered sufficient excuse to stay at home, even in the town schools and among pupils of the higher grades. Thus the average attendance during the year has been far below what it should have been. The responsibility for this rests largely upon the teachers and can be remedied by a proper effort on their part.

By changing the rural schools from two sessions a day to one session lasting from 8 a. m. to 1 p. m., I found that attendance was vastly improved, as this arrangement permits the children to reach their homes before the afternoon rains begin.

TEACHERS.

Considering their preparation and surroundings and the difficulties with which they have to contend, the work of our teachers, of all grades, has been as a rule satisfactory. It can not be denied that the younger teachers, especially those who have had some normal-school training, are proving to be the better ones. Not that the older ones are not equally faithful in their efforts, but they seem unable to adapt themselves to the changed conditions of our present system. I wish to say that the three principal teachers in my district have been a very great help to me. I have always found them ready to carry out my suggestions faithfully and cooperate with me in every way possible.

Our six English teachers have been generally satisfactory. They have all had the respect of the communities in which they worked, and have done much during the year to create a healthy sentiment toward things American.

PROGRESS OF SCHOOLS.

In the majority of schools very commendable progress has been made. In my observations, the worst fault that I have found in the work of the majority of the teachers has been that they fail to teach the children independence and self-reliance in their work. They permit them to rely upon the teacher or upon each other to help them out of every difficulty. In my examinations, when I would not permit them to be prompted, they were usually completely lost. It seems to me this would explain also in part the very large percentage of failures in our examinations for teachers.

There has been a decided improvement in discipline during the year, especially in regard to that relic of the old system, the annoying habit of studying aloud, which has now almost entirely disappeared. I have found it necessary in several instances to give teachers emphatic instruction in the proper care of school furniture and materials.

BUILDINGS AND EQUIPMENTS.

Among the buildings used for graded schools in this district, the only really good ones are the new brick Lafayette School and the Baldorioty School (formerly the municipal building), of Aguadilla. In the other four towns they are of various degrees of badness, and all unsuitable for school purposes. A new graded school building is urgently needed at San Sebastian.

There is one frame agricultural school building situated near San Sebastian. During the past year it has been used as a rural school. The school board of this town has offered to purchase an adjoining tract of land and devote $250 to the equipment of the school if a suitable agricultural teacher can be provided for the coming year.

The rural schools are well conducted in rented buildings, some fairly well adapted for the purpose, but the majority very poor. In Moca, Rincon, and Aguada the equipment is poor in quality and very scanty. In Aguadilla and San Sebastian conditions are somewhat better. Since January these two towns have been supplied with 250 additional modern desks. So now every graded school in the district is fully equipped in this respect.

The supply of text-books and other materials during the year has been ample. There are in use in the district about 12,000 text-books of all kinds. The wear and tear is great, and both the climate and the children are hard on them. I shall recommend hereafter that children under the third grade be not allowed to take books from the schoolroom.

SCHOOL BOARDS.

The school boards of this district, as at present constituted, are fairly satisfactory. The principal criticism I would make on their work is that the majority of them concern themselves solely with the finances and appointments of teachers and take apparently little interest in the actual progress of the schools. At the present time a very commendable spirit of harmony and cooperation with the work of the supervisor and the department prevails in all our school boards.

SPECIAL DAYS OBSERVED.

A very successful and well-attended teachers' conference was held by Mr. Bortree in November. Again in March, upon the occasion of the visit of our honorable commissioner, the exercises at the dedication of the new school in Aguadilla and the conference held later in the day left a very favorable impression upon the teachers and the community. Washington's birthday was celebrated in all the graded schools and many of the rural schools. But the most successful and enthusiastic celebrations of the entire year were those held in the five towns on June 14, Flag Day. The general programme was the same everywhere—a parade of the schools, followed by public patriotic exercises, taken part in by the children, teachers, and prominent citizens. These celebrations were entered into most heartily by the people, and have done a great deal of good.

Respectfully submitted.

HORACE O. WELLS, *Supervisor.*

Dr. SAMUEL M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT NO. 13.

CAMUY, P. R., *July 12, 1902.*

SIR: I have the honor to transmit herewith my annual report on the schools of this district. One new schoolhouse has been built the past year in the town of Lares. It is a good, substantial, two-room, brick building, with all modern appliances.

The agricultural school building near the town of Quebradillas was completed last year during the summer vacation and occupied this year. Dedication exercises were held March 16, 1902, by the commissioner, a large crowd being in attendance.

Many of the houses in use for schools in this district are old, but answer the purpose very well. Several of the houses used last year were not used this year, as they were found to be in very bad condition. Repairs must be made on others before the opening of the school year in October, and it will be necessary for the supervisor, together with the local boards, to attend to this during the summer vacation, or it may be left undone.

Public sentiment has grown to some extent, especially in the barrios where we had young and active teachers employed. Many teachers are beginning to see that their duty and usefulness as teachers does not end in the schoolroom, but is manifested in their private and social life as well. All teachers do not exert the proper influence over their pupils out of the schoolroom. This fault will only be corrected, however, as these teachers see the necessity of setting a worthy example for their pupils at all times.

The furniture in the schools has been improved, but still there are rural schools of this district that lack some of the most necessary appliances. The town schools are much better equipped. Six hundred and thirty-nine modern school desks were received by this district from the department last year and distributed among the different municipalities, as follows: Isabela, 106; Quebradillas, 107; Lares, 217; Camuy, 103; Hatillo, 106. This addition of new furniture in our graded schools facilitated the work very much for the teachers, and the results obtained in the schools thus furnished have been much better than the previous year.

There is a manifest desire on the part of many of the rural teachers of this district to better their sholarship. Ten are attending the summer normal school at Rio Piedras this year. All of these teachers expect to return to this district to teach next year. An examination in English was held in all the towns of this district June 7. I am pleased to say that a majority of teachers attended this examination.

Five English teachers were appointed for this district at the beginning of the school year, and as none of them had ever been on the island before, they spoke very little, if any, Spanish, and therefore their work was not attended with the best results for

he first few months. However, after becoming acquainted with the pupils, and earning to speak some Spanish, they all did excellent work. Two were compelled to esign before the end of the school year on account of poor health—something very nuch regretted by the people and the pupils in the towns where they taught.

One agricultural school has been opened in this district during the past year, under he direction of a most competent teacher. I can say that I am in favor of continuing this school another year as an agricultural school, because of the interest manifested by the pupils in their work.

Flag day and Washington's birthday were observed with even more interest and ttention than last year. I received a personal report of the observance of these lays from all but four of the rural teachers of this district. I think the proper bservance of such days very necessary. In inculcates patriotism and teaches the hildren to have more respect and love for home and country. One great merit of hese celebrations in the rural schools is that it brings all the people of the barrio ogether twice a year on equal footing and does much to stimulate a public sentiment n favor of the schools.

The attendance has been much better this year than it was last. The enforcement of the new school law in regard to regular and punctual attendance has helped the teachers to accomplish much more than ever before. If we expect to educate the children we must get them in the schools and keep them there.

During the months of October and November in Porto Rico there is sure to be a bad school attendance in the districts where much coffee is cultivated. The poor people must keep their children home to pick coffee in order to make sufficient money to purchase clothing for them for the remainder of the year. It is almost impossible, and I think unjust, to enforce the school law regarding attendance during these two months in the coffee districts. It is their harvest time and they should be permitted to take advantage of it. In speaking of having to enforce the compulsory attendance law I mean that there are always some careless fathers who take very little interest in the education of their children. This, of course, does not apply to the great majority, who have always shown the greatest interest in sending their children to school.

I have known many cases where parents deprived themselves of even the barest necessities that their children might be kept at school.

The school boards have given me splendid assistance in every respect. The board in the town of Lares is composed of good men, and I have always found them ready and willing to cooperate with me in carrying out any plan for the betterment of the schools. Isabela at the present time has a good school board. I visited that town last year in the month of September and found that the school budget had been reduced to such an extent that the board told me they would be compelled to close 5 schools, as the fund given them by the ayuntamiento would not cover the cost of keeping the 13 schools of the district open during the entire school year.

The commissioner, upon receiving my report in the matter, wrote to the alcalde and school board, asking them to do all in their power to prevent the closing of so many schools. The old board resigned in the meantime, and a new one was immediately appointed. The members of the new board took the situation in hand promptly, and not only provided for the opening of all the schools belonging to the municipality, but asked permission to open 2 new ones. Much credit is due the president of the Isabela board for his activity in this matter. The school board of Camuy has done excellent work the past year. At the beginning of this school year they had very little money at their disposal with which to attend to the expenses of the schools. The ayuntamiento had given them a sum sufficient only for the absolutely necessary expenses, and they had nothing whatever with which to meet incidental expenses. Going into the country from barrio to barrio, they were successful n securing 3 rural school buildings free of charge, and by economizing in other ways the board met all their obligations for the year and have about $100 surplus.

There were 59 teachers employed in this district at the close of the present school ear, as follows: 1 principal, 18 graded, 36 rural, 3 English, and 1 agricultural.

In the recent teachers' examination, held in this town June 18 and 19, there were 8 applicants. Of this number only 2 were successful, they being candidates for ural certificates.

I am justified in saying that the schools of this district on the whole have greatly ncreased in efficiency the past year. The teachers realize more fully than ever the esponsibility of their profession. I am led to make this statement from the following facts:

(1) Increased use of pedagogical works.
(2) Attendance and desire to attend the normal school.
(3) Desire to obtain a knowledge of the English language.

SCHOOL BOARDS.

The school boards of this district, as at present constituted, are fairly satisfactory. The principal criticism I would make on their work is that the majority of them concern themselves solely with the finances and appointments of teachers and take apparently little interest in the actual progress of the schools. At the present time a very commendable spirit of harmony and cooperation with the work of the supervisor and the department prevails in all our school boards.

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Respectfully submitted.

HORACE O. WELLS, *Supervisor.*

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Public sentiment has grown to some extent, especially in the barrios where we had young and active teachers employed. Many teachers are beginning to see that their duty and usefulness as teachers does not end in the schoolroom, but is manifested in their private and social life as well. All teachers do not exert the proper influence over their pupils out of the schoolroom. This fault will only be corrected, however, as these teachers see the necessity of setting a worthy example for their pupils at all times.

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During the months of October and November in Porto Rico there is sure to be a bad school attendance in the districts where much coffee is cultivated. The poor people must keep their children home to pick coffee in order to make sufficient money to purchase clothing for them for the remainder of the year. It is almost impossible, and I think unjust, to enforce the school law regarding attendance during these two months in the coffee districts. It is their harvest time and they should be permitted to take advantage of it. In speaking of having to enforce the compulsory attendance law I mean that there are always some careless fathers who take very little interest in the education of their children. This, of course, does not apply to the great majority, who have always shown the greatest interest in sending their children to school.

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The commissioner, upon receiving my report in the matter, wrote to the alcalde nd school board, asking them to do all in their power to prevent the closing of so nany schools. The old board resigned in the meantime, and a new one was immediately appointed. The members of the new board took the situation in hand romptly, and not only provided for the opening of all the schools belonging to the unicipality, but asked permission to open 2 new ones. Much credit is due the resident of the Isabela board for his activity in this matter. The school board of amuy has done excellent work the past year. At the beginning of this school year ney had very little money at their disposal with which to attend to the expenses of ne schools. The ayuntamiento had given them a sum sufficient only for the absotely necessary expenses, and they had nothing whatever with which to meet incidental expenses. Going into the country from barrio to barrio, they were successful securing 3 rural school buildings free of charge, and by economizing in other ays the board met all their obligations for the year and have about $100 surplus.

There were 59 teachers employed in this district at the close of the present school ear, as follows: 1 principal, 18 graded, 36 rural, 3 English, and 1 agricultural.

In the recent teachers' examination, held in this town June 18 and 19, there were 3 applicants. Of this number only 2 were successful, they being candidates for ural certificates.

I am justified in saying that the schools of this district on the whole have greatly ncreased in efficiency the past year. The teachers realize more fully than ever the esponsibility of their profession. I am led to make this statement from the following facts:

(1) Increased use of pedagogical works.
(2) Attendance and desire to attend the normal school.
(3) Desire to obtain a knowledge of the English language.

Pupils have made astonishing progress in the English language, and in most schools more enthusiasm is manifested in the study of this branch than any other. Those who thought and still think that the teaching of this branch is not a success should visit the public schools and see for themselves just what is being done in this branch.

In the town of Quebradillas we had the most advanced class in English of the entire district the past year. They could read and translate well all the lessons as far as page 120 of Brumbaugh's Fourth Reader.

In this report I have endeavored to call attention only to some of the most important changes that have taken place during the year. All defects which had their origin in the badly managed and equipped schools under the Spanish régime can not be immediately effaced. There are still a number of things that are not quite what they ought to be, but each year's work will solve a number of these problems. Changes must be made gradually. All that is gained that will stand the test of time comes through growth and culture. If extraordinary results are expected within a short time, it means disappointment in the end.

The following is the amount spent by each municipality of this district for public instruction:

Lares	$1,621.74
Camuy	834.90
Hatillo	717.00
Quebradillas	646.00
Isabela	1,083.20
Total	4,902.84

The average enrollment per school during the past year was 48.18. Average daily attendance per school, 38.79, and the average number of days taught by each teacher, 18.92.

Respectfully submitted.

E. W. HUTCHINSON, *Supervisor.*

Dr. SAMUEL MCCUNE LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT No. 14.

ARECIBO, *June 30, 1902.*

SIR: I have the honor to submit the following annual report on the schools of the district of Arecibo:

The school year just ended has been one of great progress in educational work in Porto Rico. How great only those who know the beginning of the American system here and who have had occasion to observe former conditions can properly appreciate.

To begin at perhaps the most important point, the attitude of the general public toward education. At the end of the school year of 1900–1901, the bitter opposition so manifest during the first two years' work here was gradually yielding. During this year this indifferent, half approving attitude has changed to one of the most hearty and enthusiastic approbation and desire to cooperate in every way possible with the work of the department. To some of us, when we remember the public sentiment of three years ago, the change seems impossible. In Arecibo last year, several weeks before the opening of the schools, the enrollment lists were full, and at no time during the year have we had less than 200 children on the "waiting list." The attendance, too, has been much more regular than in previous years, although this is due, in part, to a provision of the new law making attendance after enrollment compulsory. A careful application of this corrective measure has given excellent results.

The allotment of schools for this district this year was 81, with 4 English teachers, which gave room for a considerable increase in Utuado and Adjuntas, and in Arecibo to an increase of over 100 per cent. This last municipality had been rather slow in previous years in the matter of opening new schools, but by reason of some change in the personnel of the school board and the active campaign instituted by the new board and myself for the securing of an ample budget, Arecibo in one year has put herself, educationally, in the front rank of the towns of the island.

Owing to lack of teachers it was not possible to open all of the schools in Utuado and Adjuntas. However, I do not believe that this scarcity of teachers will continue more than another year. A large number of young people are studying for teachers. The examinations for teachers are well attended, although it must be confessed that *the number* who obtain certificates is small. The great trouble is faulty and insufficient

preparation. Some who have studied only two months present themselves as candidates for rural teachers. Besides, they do not know how to study and frequently they are being prepared for examination by teachers who themselves do not know how to teach. They are always weakest in arithmetic, which is true of all Porto Rican teachers and pupils. The majority of teachers do not know this branch thoroughly and a still greater number do not know how to teach it.

Many of the teachers turned out by the Summer Normal School of last year have given very good results. This advent of young blood will mean the regeneration of the whole teaching force.

The extreme interest taken by all teachers in the study of English, due mainly to the general examinations in this language, held in June, is most gratifying. If the system of yearly or biyearly examinations in English for all teachers is continued it will give a tremendous impulse to the study of the language.

I wish to render tribute to the excellent work of the English teachers of the district during the year. I had the good fortune to secure three English teachers, one in Adjuntas and two in Arecibo, who had had two years' experience teaching on the island, and the results of their work fully justified the opinion I have always held, that the second and third years' work of the English teacher here is worth double or treble that of the first.

One of the points on which the change of public sentiment is most noticeable is in regard to coeducation. The opposition to mixed schools has always been very strong, especially in Arecibo, and the first two years, on account of poor schoolrooms and furniture, I had the boys and girls of the upper grades taught in separate schools. At the beginning of this year, however, the department having finished a new six-room school building in Arecibo, well equipped with modern furniture, I determined to force the issue on coeducation, as in my opinion the objections offered were silly, providing always that the schoolrooms were of sufficient size and provided with modern desks. The pupils were carefully graded, and the sixth grade, made up of boys and girls of from 12 to 18 years of age, put in charge of the principal, who fully agreed with my views and guaranteed the success of the experiment. Not once during the year was a single complaint made, and the people who held up their hands in horror a year ago at the idea of mixed schools are now enrolling their daughters for next year's course.

At the end of last school year we had only fifty modern desks in place in the district. I am proud to be able to state that in June, 1902, there was not a graded school in the district—and they number in all 28—which had not its full quota of 50 modern desks.

The department deserves great credit for taking the initiative in this matter. At first the desks were given by the department free, the municipalities paying the transportation, and later the department offered to duplicate any order from a school board for desks. The result is that many people who a year ago did not know what I was talking about when I spoke of "modern furniture," now demand that provision be made in the budgets for furnishing all graded schools with these desks. The Porto Rican is not slow and unprogressive, but he wants to "see" things, especially the practical advantages of any new idea before adopting it.

We had exactly the same experience in regard to new school buildings. At first it was difficult to get the municipalities to give even the site, although the department paid the whole cost of the construction of the building from the insular funds.

The problem of rural schoolhouses, of which all of us have despaired, will probably be solved in a few years by municipal ownership of the buildings. We pay $60 a year rent for rural school buildings, many of which are not worth over $2,000 or $3,000. Very little calculation is needed to show the advantages to the municipality, from a business point of view, of owning these buildings.

In conclusion, I want to say a word about the much-abused school boards. That a great many boards are composed of men in no way fit to discharge the important duties incumbent on them is certainly true. I have such a board in Adjuntas. But, on the other hand, I could not ask for a more prudent, intelligent, and enterprising administration than the boards of Arecibo and Utuado have given us. Made up of men of prominence and weight in the community, energetic and public-spirited, I find them ready and willing to second by every means in their power the efforts and plans of the department. The tendency toward political favoritism in the election of teachers, so noticeable a couple of years ago, has entirely disappeared, and the teacher who works faithfully and well has nothing to fear, no matter what his political views may be.

Respectfully submitted.

R. ROLLO LUTZ,
Supervisor.

Dr. SAMUEL MCCUNE LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT No. 15.

MANATI, P. R., *August 26, 1902.*

SIR: In compliance with your request of July 28, I beg to submit herewith my annual report on supervising district No. 15 for the year 1901 to 1902.

Not finding it necessary to report the general data concerning this district, which was furnished your honorable predecessor at the end of last year, I shall refer to only a short number of topics.

Number of municipalities is same as last year and headquarters are located at the same place.

Number of schools at the end of the year.

	1900.	1901.	1902.
Principal	3	2	[a]1
Graded	16	[b]20	24
Rural	22	27	[c]34
Total	41	49	59

[a] Manati did not employ any principal, but had a graded teacher acting as principal. One more principal teacher who taught no special room at Ciales.
[b] Including two primary (English) schools.
[c] There was one more rural school which did not work in June.

Above statement shows an increase of ten schools over last year, or a little over 20 per cent.

Taking the area of my district at 250 square miles, and the population as 69,182, I have had one school for every 4 miles and 152 square acres of land; one school for every 1,172 inhabitants of all ages, and one school for every 372 persons of school age. This shows a fine gain all round over last year. A night school was opened at Manati on December 2, 1901, and worked to the end of the year. These 59 schools were attended by 2,666 pupils, as follows:

Sex.	White.	Colored.	Total.
Males	1,270	493	1,763
Females	643	260	903
Total	1,913	753	2,666

In June, 1901, we had 2,160; in June, 1900, there were 1,330 males and 522 females—1,852 pupils.

I find, therefore, that 33.87 per cent of total enrollment at the end of 1902 were girls against 39.24 per cent at the end of 1900. I feel sorry at the result obtained. I wanted more girls. This year, 1902, we have had an increase of 506 pupils over 1901, and 814 over 1900. Average attendance of each school is 45 pupils. These 2,666 pupils were instructed during the month of June by the following teachers:

White teachers:
- Males 43
- Females 8

Colored teachers:
- Males 6
- Females 2

Total teachers:
- Males 49
- Females 10

Total number of teachers 59

From these 59 teachers we have had:

American teachers:
- Males 3
- Females 2

Total 5

Sessions have been held in 44 buildings, out of which 7 are in the different towns and 37 in the rural districts. Last year we had 34 buildings for school purposes. Of these 7 were in towns and 27 in rural districts. Of the 44 buildings used this year only 1 is a school building, which meets with the proper pedagogical conditions, while 43 are ex-dwellings, ex-stores, and ex-warehouses. Hygienic conditions of these is very poor, in some cases owing to the buildings themselves, while in some others it is due to uncleanliness of surroundings. In many instances these buildings lack one outhouse, and some lack two, and I say so, for there are schools which have none, and some mixed schools which have but one, and this is visited by boys and girls. As a general rule these outbuildings are not kept in a sanitary condition. To support these schools the local boards have used nearly $5,000, and to this expense we must add the salaries paid by the department and the cost of text-books and supplies of all kinds. The town of Manati was presented by the department with a 4-room building, and was inaugurated on February 4. It was named the Grant Graded School, and is a fine house, but too small to accommodate the number of children who should attend school. During this year both Ciales and Manati were promised an agricultural school, but neither of them has been able to secure a site. Ciales has been promised a town school building, but thus far it has not secured the site selected by the architect of the department.

SCHOOL FURNITURE.

The local boards have made no attempt whatever to improve the schools in this condition. In some rural districts pupils have had to be seated on the floor; in other places they can not write for lack of desks. The only American patent desks that can be found are those which have been presented by the department.

TEACHERS.

In a general sense, I must say, their condition has been considerably improved, and most of them have done their utmost to better themselves. Very few have not deserved credit this year, and new licenses have not been granted them. They have, on the whole, worked very hard.

The new teachers who were licensed at the normal school, San Juan, last summer, may be divided into two classes: One of these knows their business fairly; the other lacks knowledge, and to such an extent that I am surprised at their having passed the examination. To grant licenses to people whose intellectual capacity falls short is pernicious to education and hurtful to the supervisor. The examination questions are all right. Salary paid to rural and graded teachers is too low and not enough to enable them to support their families.

THE PUPILS.

All show great willingness to learn and wish to attend school. Both conditions are due to the new system which has done away with corporal punishment, and with the burden of memorizing pages and pages of empty theory. At present the teachers are friendly to their pupils; their hands are never raised to strike their young supporters. Teachers have become aware of the fact that they are responsible for the attendance, and morning and night they meet their pupils with a smiling face.

The betterment of the hygienic conditions of the whole island is reflected by the children's health. No epidemic disease has this year interrupted the school work; no measles nor varioloid; the former sickness hindered our labor the year before last, and the latter obstructed the continuance of sessions last year.

PROGRESS.

Progress has been excellent in arithmetic and Spanish all over this district; excellent in history, geography, and caligraphy in the advanced rooms; progress in English has not been equal to that made last year. There are cases in which the responsibility is the teachers', in others it is not. In Manati, for instance, the teacher must not be blamed in the slightest; she had to teach the little children for two hours in the morning, and then to teach English in six rooms. Now these rooms are divided into groups, owing to the great unevenness in development, this being caused by the irregular attendance, the result being that she had but a few minutes to visit each group. Had she not been compelled to work in such a manner she would have done much better to the advantage of her pupils; nevertheless, her work is worthy of praise and she must be congratulated by us. Next year she must teach either the primary grade or the English language. In nature study and elementary

science progress has been poor in the advanced rooms, and in these two branches and in history and biography the work done by the lower grades and rural schools is void of effect. Result of free-hand drawing is fine in some schools while in others it is null. To sharpen observation in this tropical climate is a task beyond our power.

After two years' experience I am of the opinion that the work of the primary schools—I mean those sessions held by the English teachers—is not what we expected. English teachers ought to teach nothing but English. Progress made by whole district in adhereing to new system is very good. One of the drawbacks I have to face is the scarcity of watches or clocks to compel teachers to follow their daily programmes.

SCHOOL ATTENDANCE.

School attendance during the closing year has been highly more satisfactory than last year; notwithstanding, it leaves something to be desired. Teachers do not want to take the responsibility of denouncing careless parents, whose low social, intellectual, or civic education makes them consider such a proceeding on the part of the teacher as a personal offense, worth, according to their stupidity or bad faith, of fighting it out or slandering, both things being contrary to the benefit of the teacher, because the former step would affect their flesh and bones and the latter their reputations. This state of things will change when the courts of justice improve.

PATRIOTIC EXERCISES.

If intellectual education had this year received a manly push, that received by patriotic education may be classified as mighty. Besides the common daily exercises, no propitious opportunity has ever been spared to reach to the innermost part of our children's hearts, preparing the ground wherein the love for Old Glory is rooting. The birthday of the flag, Washington's and Lincoln's birthdays, Decoration Day, etc., have been duly honored, to the teachers' and children's content. It is a pity to record how the local boards and municipal authorities would neither help in the preparations nor attend the performance of these exercises.

Pedagogical conferences took place in Manati on the occasion of the formal delivery of the Grant School building to the municipality. A series of lectures was delivered by the Hon. Samuel M. Lindsay, commissioner of education, and Drs. Henderson and Russell, the well-known American pedagogues, who visited our island home. The meeting was a success, 60 teachers being present.

English examinations were taken by all the Porto Rican teachers, except two or three. Some did good work, that of others was not so fine, but they all honored the wishes of the chief of our department, and their conduct was worthy of praise.

Examinations for teachers' certificates were held on June 17 and 18. Some 17 candidates took it but only 2 passed.

CONCLUDING REMARKS.

No children were sent to the States during this year. Many wanted to go. They deserved it, for they are bright and worthy young boys and girls. They are to be the foundations of our statehood and theirs will be the chance to draw one more star on that blue field of our national emblem.

Limited space prevents me from giving many instances, but one which was called to my special attention is that of a boy 15 or 16 years old, the son of a poor cook, who has to attend school barefooted and without a coat because he is too poor to buy the necessary clothing. But so undaunted is his spirit and so deep his interest and desire for an education, that already his knowledge would surprise even the most learned of the island, as he has surprised many an American with his ability to understand and speak the English language.

I should suggest that there be set aside a sum to help such poor and worthy boys as this one, so that they may be able to attend the normal school, and better fit themselves for teachers.

An instance of intellectual capacity is that of a little boy five years and a half of age, who has been in school only a little more than a year and only attended the two-hour morning session of one of the primary English schools, yet he is able to read fluently any reading book found in the schools, and is prepared in all branches to enter the second grade.

Respectfully submitted.

JOSÉ L. FAJARDO, *Supervisor.*

Hon. SAMUEL M. LINDSAY,
Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT No. 16.

BAYAMON, P. R., *July 1, 1902.*

DEAR SIR: I have the honor to submit the third annual report of the public schools of the district of Bayamon. No extraordinary events have occurred which it will be necessary for me to report. There has been a steady increase in attendance and a corresponding need of greater facilities, which, I regret to say, has not been met owing to the lack of funds available in the department.

SCHOOL BUILDINGS.

Very difficult has been the problem in all time and in all places to furnish adequate school accommodation. This district suffers in common with every other one in the island in its lack of buildings wherewith to house those who clamor for education. With us the cause is obvious. A very large territory with a teeming population of the poorer classes, so distributed as to require numerous small buildings carefully located to meet the exigencies of special conditions. During the past few years the pueblos have grown rapidly, and the natural increase has sorely taxed the capacity of the schoolhouses—a strain that even the "half-day system" tried in some places has failed to relieve.

The school boards, be it said to their credit, have given time and attention to this problem and have labored assiduously, with the small means at their disposal, to properly care for all the little ones who desired to attend school, but as said one member to me, "When the whole island wants to go to school only God can build enough schoolhouses."

The department has generously come to our relief, ameliorating an especially overcrowded condition in the pueblo of Bayamon by the erection of a fine commodious structure of four rooms, soon to be dedicated by the proud possessors. In the early part of the year a fine agricultural rural school building was also erected and presented to this municipality by the department. These steps mark a progress in the right direction. We can only regret that the lack of funds on the part of the department hinders further and much-needed work in this line.

SCHOOL ENROLLMENT AND ATTENDANCE.

The enrollment and attendance in comparative lines make an excellent showing. Our schools, graded and rural, show a high per cent of enrollment as compared with the normal unit and a specially high per cent of attendance in comparison with the same grades in the United States. And in dealing with this question one needs to take into consideration that very many of our pupils attend school under adverse circumstances that would seem disheartening. Ofttimes hungry, half clad, many of our little people trudge through tropical rains, bareheaded, under a burning sun, over roads impassable for vehicles, crossing brooks, fording streams, climbing hills, they go on till the welcome sight of the flag floating over the little palm-thatched hut shows the end of the toilsome journey. And day by day is this repeated.

Most of the absence seems to be due to illness or enforced withdrawal because of contagious diseases in the family.

FURNITURE AND EQUIPMENT.

Through the generosity of the department every graded school in this district of seven municipalities is now supplied with its full quota of modern desks and equipment.

The rural schools generally are in sad need of even the commonest seating facilities. In many cases patrons have contributed labor and lumber and have made rude forms whereon the pupils proudly sit to study and learn. In other cases all available chairs, benches, and stools are loaned, and it is not an unusual sight in one district to meet a group of little ones en route for school each carrying his stool or bench, and which in the evening he must again carry home for use there. In one of the mountain schools a teacher's desk is made of packing boxes, and the rude benches all show that once their material did duty in the transportation of goods for the United States Quartermaster's Department. These conditions, however, are gradually being relieved through the good work of the different native school boards, and we hope soon to report that all our rural schools are well equipped.

AGRICULTURAL SCHOOLS.

Under the influence of the new plans formulated by the present school administration, the work of the agricultural schools has already begun to take on an aspect of

clear-cut practical development; a much-needed reform. Under the management of trained agricultural teachers we are already getting results that guerdon in no uncertain way the magnificent future of this educational work. The value of the phase is so apparent as to need no further word of comment.

FREE TEXT-BOOKS.

The supply of text-books and materials furnished by the department is full and ample in this district, but there should be some changes in the rules governing their use. These rules should be so amended that under certain restrictions the pupils may have the use of the books at their homes; and further, some arrangement should be made to the end that those who prefer may purchase text-books and supplies at a central depository at cost price.

COURSE OF STUDY.

Many inequalities and omissions may be noted in our course of study.

Some confusion has also resulted from the lack of definitive limits in the work outlined. The creation of a committee of revision, however, by the commissioner promises to give a new course which, while not restrictive as to method or plan, should be pedagogically definitive as to aim and scope.

NEW TEXT-BOOKS.

A much needed change is apparent in a few of our text-books. The replacing of one set by a more modern text and the revision of others to meet local conditions seems to me to be desirable if not imperative.

EVENING SCHOOLS.

The work of the evening schools has been highly successful. We have tried this year the experiment of a special teacher of English, assigned to each of our evening schools, to assist the native teacher and give conversational lessons. The young men and women who attended are employed during the day in different lines of work where English is needed more or less, and these young people set to work to master the difficulties of the new language with a zeal that is highly commendable. In one class that I examined at the close of the session the young men had made such progress that they could write short English letters and hold short conversations, using easy words, while in another more advanced grade a short speech in English was so readily and correctly interpreted by a young cigar maker to his companions that they insisted that he make a speech in English, which he did, to the astonishment of class and teacher alike.

MIXED SCHOOLS.

Upon taking charge of this district I found many graded schools where the old system of segregation of sexes was followed.

I am pleased to be able to report that there is now no graded school in this district that has not a full complement of both sexes in each room, mutually helpful to each other in character building.

The change was accomplished gradually and tactfully by the mutual efforts of members of the board and teachers.

Prejudices were removed, carping critics silenced, and the step of progress inaugurated smoothly.

THE SCHOOL BOARD.

The work of the school boards throughout the year has been characterized by an earnest desire to learn, to advance in administrative ability, and to aid and assist the department in every effort put forth to better the work of the schools. In the matter of distributing schoolbooks and supplies the school boards of the district entered into a spirit of friendly rivalry in facilitating the work, with the result that ox carts, peons, horses, and mules were loaned, and thousands of dollars' worth of supplies, furniture, and equipment were sent out from this office often 15 and 20 miles over rough mountain trails without the loss of a cent's worth of material and at no cost for freight to the department.

WASHINGTON RURAL SCHOOL, SABANA GRANDE.

Built by [illegible] [illegible] Completed September 28, 1901.

SUPERVISION.

A distinguished educator once in charge of the schools of Porto Rico makes the remarkable statement that the number of supervisors might be reduced to five. In other words, each supervisor could cover 800 square miles of populous territory, with the large and small cities included therein.

Another eminent authority, superintendent of schools of a Southern city, declared that with one assistant supervisor he could supervise the work of 300 or more teachers of that metropolis. When his method was desired, he replied that he visited each room once a year and stayed five minutes at that visit.

In the light of such masters, it is therefore with considerable hesitancy that I report that with the aid of an assistant I have failed to accomplished all the work of supervision I had outlined for this year. Conferences, schools of instruction, grade meetings, and district institutes have been held, but owing to the numerous drafts upon our time by reason of the manifold duties pertaining to the office of supervisor, the direct supervision was not as close and consequently not so satisfactory as we had hoped to have it.

Realizing that the chief aims of intelligent supervision are stimulation and helpfulness, we have sought to visit as often as possible, not only to aid and inspire, but to gain the much-needed personal acquaintance with the individuality of each teacher.

General meetings, though in the main excellent and productive of much good when properly managed, fail to reach a certain necessity of detail work which can only be accomplished by means of close supervision. The supervisor here is more or less of a professional expert who quickly distinguishes where his services are most needed and goes to that point as often as requirement directs. All agencies of whatever kind should assist the teacher to greater efficiency, and there is no greater power than helpful, sympathetic, tactful supervision. Some of our teachers fail to get the best results because of lack of proper methods, want of system, and utter aimlessness; others prefer the hard lines of drudgery, because these require less thought; and still others are not doing the best work because they are grounded in a system of years ago. They are loath to leave the snug anchorage of a landlocked harbor, barnacled-barnacled ancient craft, to spread their sails to the free, life-giving breezes of the wide ocean of progress. With these, all of these, must the supervisor directly deal.

The attitude of the principals in the district has been marked by a desire to promptly carry out all suggestions and to improve in every way the work under their charge.

I would especially recommend the appointment of a supervising principal, who will work in conjunction with the supervisor and have direct supervision of the graded schools of Bayamón, Cataño, Toa Baja, and Naranjito, assisting also in whatever duties may be assigned him from time to time in this office.

In the marking of teachers their ability and the work of the school were alike noted under the following heads: Enrollment, attendance, instruction, management, order, method, progress, practical efficiency, personal qualifications, professional zeal and interest, furniture and equipment, sanitary conditions, cleanliness, care of books and supplies.

TEACHERS.

I feel that this report would not be complete without a word relative to the work of those who through sunshine and shadow are fearlessly, earnestly, faithfully, lovingly striving to uplift to higher ideals the people of Porto Rico and mold the character of their children.

Hand in hand the American and Porto Rican teachers are devoting their lives to the work of heroic self-sacrifice. Poorly paid, and ofttimes with their best endeavors misunderstood, unfalteringlyly they go through trial and adversity, realizing in the highest degree those lines of Frances Anne Kemble, "A sacred burden is the life ye bear; look on it, lift it, bear it solemnly; fail not for sorrow, falter not for sin, but onward and upward till the goal ye win."

Whatever of merit the work of this district possesses, it should be credited to that band of loyal workers that has ever stood ready to assist, act upon suggestions, and advance the standard of true teaching.

CONCLUSION.

In conclusion, I desire to extend thanks to the commissioner, Hon. Samuel McCune Lindsay, for that genial courtesy, kindly helpfulness, and unfailing sym-

pathy which have ever brought cheer and comfort, stimulating flagging energies and quickening inspiration. I am also the grateful debtor of the very efficient corps of assistants to the commissioner for much valuable assistance, graciously given.

Respectfully submitted.

O. M. WOOD,
Supervisor of the District of Bayamón.

Hon. SAMUEL MCCUNE LINDSAY,
Commissioner of Education, San Juan, P. R.

LETTERS TO SUPERVISORS.

CIRCULAR 45.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, February 19, 1902.

To the supervisors:

Washington's Birthday is an occasion that should be utilized as far as possible in all the schools to inculcate lessons of patriotism. It offers an opportunity to teach love, honor, and respect not only for the Father of our Country but for the lives of all our great and good men.

Inasmuch as the 22d of February comes this year on Saturday, which is a school holiday, please direct your teachers to suspend the regular school exercises on Friday afternoon, February 21, and to devote such time as you may deem necessary to appropriate exercises commemorative of Washington's Birthday. I suggest that you make use of patriotic songs, and wherever possible that you have portions of Washington's Farewell Address read in either Spanish or English.

February is also the month in which we celebrate the birthday of Lincoln. Although the 12th of February is not a legal holiday, I would suggest that you have in connection with the Washington Birthday celebration, some exercises calling attention also to the life and work of Abraham Lincoln; and, if possible, as part of your exercises on that day, that you have read in the schools some words from Lincoln. His Gettysburg address is one of the gems of our English literature. It is short, and the text will be found on pages 19 and 20 of Brumbaugh's Standard Fifth Reader, which you probably have in many of the schools. It would make a fitting selection to be read in connection with your Washington's Birthday exercises.

I would also suggest that wherever possible one of the teachers or some public-spirited citizen be requested to address the pupils of the schools on the life and work of Washington and Lincoln. It might be well to call attention to some of the contrasts in the gifts and opportunities of these two men:

Washington was an aristocrat, with every opportunity that culture, wealth, and influential friends could give him at his command. He thought no sacrifice too great and considered no personal interest paramount to the privilege of serving the humblest of his fellow-citizens; amid bitter strife he patiently bore the burdens of his poor and oppressed fellow-countrymen, and with the eye of faith for a glorious future he worked to make possible the blessings of liberty which we now enjoy.

Lincoln, on the other hand, was a poor boy, a child of the people, with few opportunities and educational advantages, but with the same moral earnestness of purpose, and the same true devotion to the interests of others, and the same willingness to sacrifice personal interests and ambition for those things which he thought to be of permanent value to his countrymen, which in the end made his own greatness assured and gave him a place in the hearts of the American people next to that of Washington.

Notwithstanding the great difference in the details of these two notable lives, both left an impress upon the history of our country and both have taught us essentially the same great lessons: First, that public service in the interests of a nation and not in the interests of any individual or any political party is the mark of a true statesman; second, that personal integrity, honest devotion to duty, and patient fidelity to great ideals in the face of great obstacles bring their own reward. If we can only impress these lessons upon the children of Porto Rico and arouse in them a desire to imitate these great examples of our American life the future of this island will be bright beyond our fondest expectation.

Please give as many of the children in your schools as you can reach on Washington's Birthday a hearty greeting from your new commissioner of education, and tell *them that* he hopes soon to meet many of them and to see them at work in their

schools; and that it is his earnest wish to do everything possible to help them realize in their own lives the greatest success which comes only through the training that enables us to help one another.

Respectfully, yours,

SAMUEL M. LINDSAY,
Commissioner of Education.

CIRCULAR LETTER No. 61.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, April 30, 1902.

To the school supervisors.

GENTLEMEN: Please report to me, at your convenience, on the work of the teachers of English in your district for the present academic year. I should like to have these reports as soon as possible, in order that I may make up the assignments of the teachers of English for duty next year. Please include in your report not merely a statement of the kind of work and quality of the same done in the class room, but also whether the teacher in question has a knowledge of Spanish, what are her relations to the people in the community, and whether in your judgment she is qualified for the important responsibilities as the representative of American school methods in the community where she resides.

With respect to the examination of Porto Rican teachers in the English language, to be held on June 7, I would suggest that you do what you can to allay any apprehension the teachers may have on the nature and object of this examination. I shall send a circular letter, in Spanish, addressed to each teacher, along with the vouchers, which go out in a few days; but in the meantime I would impress upon you the fact that this examination is a purely voluntary matter and that the department does not expect the impossible nor that teachers who have no knowledge of English now will acquire a very satisfactory knowledge of English between now and the 7th of June. We simply desire to give every Porto Rican teacher an opportunity to show how much he knows, so that we may make a beginning in giving him a rating in English, as something that will stand to his credit, and guarantee him, perhaps, more rapid advancement, but the absence of which will in no way affect the renewing of his certificate for the coming year, provided he has done good work in the school he has had this year. I hope in time to have a small sum of money at my disposal, from which I will offer some small cash prizes to the teachers who make the best records in this examination. Competition for the prizes will be limited, of course, to those who have had few opportunities to study English.

Please let me have as soon as possible a list of the places in your district which you would recommend for holding these examinations in English, the names of the English teachers whom you desire to have put in charge of the examinations, and the number of question sheets needed for each of the three classes of teachers—rural, graded, and principal.

Yours, very truly,

S. M. LINDSAY,
Per M. D. H.,
Commissioner of Education.

CIRCULAR LETTER No. 63.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, May 6, 1902.

To the school supervisors.

GENTLEMEN: You are hereby requested to arrange your school work so that you can be in San Juan on Friday, May 30, in time to participate in the dedication exercises of the Insular Normal School, to be held on that date at 3 o'clock in the afternoon. Your expenses will be paid for this trip, and you are hereby invited to remain here, if you can do so without prejudice to the work of your district, until Tuesday evening, June 3. I shall later advise you of our proposed programme for a series of conferences on Saturday, May 31, Monday, June 2, and Tuesday, June 3, to which I shall ask you to come prepared to discuss questions pertaining to the work of school supervision and the progress of our schools, and also questions relating to the plans for new schools, books, and supplies for next year.

The dedication of the Insular Normal School is an occasion that should mark an epoch in the history of Porto Rican education, and it is an event in which you will

be proud to have participated. Let us observe this day in a spirit of new consecration, new hope, and new inspiration for the important work we have before us.

Yours, sincerely,

S. M. LINDSAY,
Commissioner of Education.

CIRCULAR LETTER No. 65.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, May 15, 1902.

To the school supervisors.

GENTLEMEN: I desire to notify you that in accordance with the political code, section 250, the 30th day of May is a legal holiday, and it will, therefore, be added to the list of school holidays. Please notify your schools that there will be no session on Memorial Day. Use your own judgment with reference to having any special exercises in the schools in commemoration of Memorial Day, and held either on that day or at the afternoon session of the previous day of school. As the time is very short to arrange for any special programme this year, I would advise not trying to have any special celebration, although if you think best to attempt one, please notify the department in advance of your plans.

There is an additional reason this year for not having any special celebration on Memorial Day, because on that day we shall dedicate the normal school at Rio Piedras, and the supervisors have been invited to be present, and will therefore not be in their districts; furthermore, Saturday, June 14, is Flag Day, and should be observed by the schools. I would suggest that you arrange for a celebration of Flag Day with appropriate exercises, taking part of the afternoon session of Friday, June 13, at the close of which it might be well to have the children march with flags through the streets of the town, asking the local authorities to cooperate with you in a brief, simple, patriotic demonstration in honor of the flag we love. I have ordered a small quantity of flags, and hope to make an allotment of four or five flags 4 by 6 feet and 144 small flags, 11 by 18 inches, to each district. These flags should be on the steamer which arrived here this morning, and I will have them sent to you as soon as possible for such distribution in your district as you may see fit to make.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner of Education.

CIRCULAR LETTER No. 66.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, May 20, 1902.

To the school supervisors.

GENTLEMEN: Please announce that examinations for teachers' certificates will be held at each of the supervisor's headquarters throughout the island as follows:

On June 18 and 19 and on September 1 and 2, for rural and graded teachers' certificates; and on June 18 to 20, inclusive, and September 1 to 3, inclusive, for principals' certificates.

Please notify, also, all of your teachers who intend to go to the States this summer to send their names and addresses to the department, stating that fact, so that these names may be forwarded to the steamship company, and also that they may be sent certificates which will entitle them to the reduction of 20 per cent on the regular passenger fare on their refurn trip.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER No. 67.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, May 20, 1902.

To the school supervisors.

GENTLEMEN: I am having sent to you a package containing four large flags and one *gross small flags, for such* distribution in your district as you may deem proper.

I am also sending in the same package a supply of paper for a record of pupils' work. I would suggest that you distribute this according to your best judgment, so as to secure in your district a thoroughly representative sample of the work of your pupils in the different grades and in the different subjects taught. I would suggest that on the occasion of your visit to the schools of your district you have this sample work prepared under your supervision, so as to insure a fair test. I expect to bind up, in volumes representing the work of each district, selections from the samples which you may send in to the department. I have ordered some drawing paper very nearly the same size as the blanks for pupils' work, and will send you some of that a little later, so that you can include some of the work in drawing, if you desire to do so.

I am also inclosing in this package some circulars and catalogues of educational books published by the Appletons. I think the circular describing the "Biblioteca del maestro" will be interesting to some of your teachers, and should they care to purchase any of these books they can do so through the department at the lowest possible cost or with the best discount the department can secure. I think anything we can do to encourage our teachers to prepare themselves by reading and study is worth while doing. Of course, no undue pressure should ever be used which would involve any financial burden being placed upon our teachers.

Very truly, yours,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER No. 68.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, May 20, 1902.

To the school supervisors.

GENTLEMEN: Please prepare at your earliest convenience and send to the department an itemized statement of the probable amount of supplies, including text-books, stationery, etc., which will be required in your district next year. Make this out on the basis of the present number of schools plus a probable increase of 10 per cent. Please indicate whether any of the supplies sent you for this year have been unnecessary, unsuited to their purpose, or otherwise unsatisfactory. Also, what changes would you recommend in text-books or materials now in use in the schools? Please add any books or materials in addition to those supplied this year which will be necessary in the schools of your district another year by reason of advance in grade work or for other cause. Estimate as carefully as possible the quantities of all supplies needed.

I have ordered a few copy books for immediate use. If you have any in your district which you do not need to finish out the year, please return them at once to the department. If you need any additional copy books to complete the year's work, please notify me at once, indicating the number you could use.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER No. 71.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, May 27, 1902.

To the school supervisors.

GENTLEMEN: Please note that the proclamation of the governor with respect to the observance of Memorial Day, May 30, directs that the schools shall be closed on that day and that the national colors upon all public buildings and schoolhouses be displayed at half staff from sunrise until noon, and that at that hour they be hoisted to the tops of the staffs and so remain for the rest of the day. Please have this order carried out so far as possible within the limits of your district.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER No. 73.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, June 7, 190

To the supervisors.

GENTLEMEN: It is time that definite arrangements were made for the storage care of school property during the coming vacation. You no doubt have outl a plan that appears most practical in your district. Please submit your ideas on subject for the consideration of the commissioner at as early a date as possible. scheme should be put into operation without his consent. In adopting a plar this work do not overlook the fact that the responsibility of the supervisor in school property does not cease during the summer vacation, and the fact that y plan has been approved by the commissioner does not relieve you in case any pr erty is lost.

Respectfully, F. F. BERNARD, *Disbursing Officer*

CIRCULAR LETTER No. 74.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, June 12, 190

To supervisors:

Under separate cover I am mailing you to-day forms for making your annual pr erty return.

Under the column headed "Place of storage" designate each building and t where any supplies are stored. For example, "Graded school, San Juan," "Alcaldia, Ponce," and let a statement of the books and supplies stored in s building follow in the same line.

Bring down your footings in the space designated "Total on hand." Th totals should be a complete inventory of all the books and supplies in your distr

Any property charged to you on the books of the department and not inclu in the above-mentioned inventory should be accounted for in the spaces at tom of page.

Please hurry your report as rapidly as possible. It should be in this office later than July 1.

Respectfully, yours, F. F. BERNARD, *Disbursing Office*

CIRCULAR LETTER No. 76.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, June 17, 190

To supervisors:

Inclosed herewith I hand you checks for the June salaries of the teacher your district, as per inclosed statement. In cases where vouchers have not b received the teacher's name is canceled from the list and check withheld. Th retained checks will be mailed direct to the teachers after their vouchers are retur and upon receipt of advice from you to the effect that their book accounts are rect. Be careful to report as early as possible on the property account of e teacher whose check is not inclosed herewith, to the end that you may be protec and that they may receive their checks without unnecessary delay.

When checks are delivered to teachers, have them signed in the line opposite t names, and when all are paid return the statement to me.

Respectfully, yours,

F. F. BERNARD, *Disbursing Office*

CIRCULAR LETTER No. 82.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 15, 190

To the school supervisors.

GENTLEMEN: It is important that the preparation for the practical work in the *dens* of the agricultural schools be made in good season before the opening of

fall term. I am sending a letter, copy of which I herewith inclose, to the president of the local board in each municipality where we expect to open an agricultural school. Will you kindly confer with the president and members of the board, and see that the board takes prompt action in the matter of fencing the land around the agricultural school and preparing the soil for cultivation, if this has not already been done? With tact and perseverance on your part, I think this can easily be accomplished for all our agricultural schools. There is now no appropriation for the technical supervision of agricultural schools, and Mr. F. M. Pennock, who has been placed in charge of the model agricultural school in connection with the Insular Normal School, must devote his time chiefly to the work of preparation of teachers and to other work at the normal school. The department, therefore, expects its own supervisors to look after the agricultural schools and give them the same intelligent, watchful cooperation and supervision in their agricultural features as you do for the class-room work in other schools.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 15, 1902.

To the president and members of the school board, ———, Porto Rico.

GENTLEMEN: The great importance of the work of training the eye, the hand, and the powers of observation is recognized by all educators. Industrial education is producing surprising results. For reasons well known to you, practical agriculture, in the public schools of this island, is a form of industrial training most urgently needed. This is a comparatively new field in education, and if we are to get the maximum gain from this work we must have your hearty cooperation, along with the best efforts of the teachers and of the district supervisors.

The agriculture of the island must become more diversified if we are to have general prosperity in Porto Rico. We believe, with your help, the rural agricultural schools may become important factors in advancing the knowledge of better methods of cultivation and fertilization, better tools, and new and improved varieties of seeds. We hope that new ideas may be introduced through agricultural work in these schools and by means of Government bulletins to be deposited in the school libraries.

To enumerate some lines of work in which the local board should aid these agricultural schools, I may add that it is necessary to have a contingent fund to defray the necessary current expenses of conducting the schools. Such a fund is needed for the clearing, plowing, and harrowing of the land, and for any ditching and leveling which may be required to fit it for garden purposes, and also for the purchase of necessary trees, plants, seeds, and other supplies, which are needed and which can not, under ordinary circumstances, be furnished by the department.

The agricultural school, to be really useful in a community, must be a part of it, for only the intelligent citizens of a neighborhood can be best informed as to its peculiar local needs. A contingent fund can also be utilized in instituting experiments, which it is thought will have particular value for the school and the vicinity. An example of this is the cultivation of Sumatra tobacco under cheese cloth, for the production of a high-class "Capa," in the manner in which it has been so successfully grown in Florida, Connecticut, and, in one or two instances during the present season, in Porto Rico.

If it is the desire of your board that a small experiment of this kind be instituted in your agricultural school, or schools, during the coming season, the department will furnish seeds and careful instructions how to proceed. In this case, however, the board must agree to appropriate a sum sufficient to build a small framework and cover it with cheese cloth.

The teachers of the agricultural schools will be instructed, so far as possible, in the progress which has been made in recent years in the knowledge of tobacco soils, cultivation, and curing, as it is practiced in the leading tobacco districts of the world.

Accompanying this letter is the programme of a brief vacation course of study and conference, to be held next month at the normal school at Rio Piedras, for the benefit of the teachers of our agricultural schools. It is hoped that this course, and these conferences, will serve to impart much practical information in regard to the most modern methods of producing the principal minor crops of Porto Rico, and, at the same time, give the future teachers some outline of that portion of natural science which forms the basis of agriculture.

Please let me hear from you as soon as a definite understanding has been reached by the board. If your school garden has not been properly plowed and fenced I ask that steps be taken, without delay, to do so, as no work of the class proposed can be carried on upon unfenced land, or upon land where the wild growth has not been previously subdued by some months of preparation.

A neat substantial fence which will keep out small stock, as well as the larger animals, is strongly recommended. The posts should be durable and the fence lines straight, so that the work may be a credit to the school.

The inclosure should have a good gate provided with a lock. These details are requisite to systematic garden work for the children in the agricultural schools, and therefore they are as necessary as good books and school furniture for the class room work.

In your reply please state whether you desire to attempt the experiments of growing tobacco under shade.

Feeling confident that you, and the community which your board represents, fully realize the important branch of education which is now being undertaken in your midst, and that you will give it your active and continuous support, I remain,

Yours, truly,

SAMUEL MCCUNE LINDSAY,
Commissioner of Education.

CIRCULAR LETTER NO. 83.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 12, 1902.

To the Supervisors.

GENTLEMEN: Inclosed herewith please find copies of circulars addressed to the different school boards of the island.

Yours, respectfully,

ALBERTO F. MARTÍNEZ,
Acting Secretary.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, Agosto 12 de 1902.

Señor Presidente de la Junta Escolar de ———.

SEÑOR: Tengo el gusto de poner en su conocimiento que por la presente queda esa Junta autorizada para contratar el siguiente número de maestros:

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Además de los dichos, por el Departamento serán nombrados ——— maestros de Inglés. Paraabrir esas escuelas deberán Vds. disponer de local apropiado, equipandolo convenientemente con asientos, armario para libros, filtros, letrinas, y demas requisitos que la Ley exige. Especialmente queremos llamar la atención de V. hacia la sección titulada "La casa escuela aparte de las residencias privadas," que se encuentra en la pagina 20, parte 2ª, de las Leyes Escolares.

No consideraremos abierta niguna escuela á menos que no se haya observado extrictamente, en todos sus particulares, lo que la Ley determina; que los contratos vengan en forma y legalmente autorizados para ser aprobados por este Departamento, y, por último, que el Inspector del Distrito informe que la escuela está ya en marcha.

Esperando que esa Junta preste á este asunto la atención que merece, me repito de Vd.

Muy atentamente,

SAMUEL MCCUNE LINDSAY,
Comisionado de Instrucción.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, Agosto 13 de 1902.

Señor Presidente de la Junta Escolar de ———.

SEÑOR: Algunos de los maestros que en los años anteriores estuvieron contratados por esa Junta, se han dirigido á este Departamento, así como también al Secretario de Puerto Rico, en solicitud de que se dicten algunas reglas tendentes á conseguir que, cuanto antes les sean satisfechas las cantidades que todavía les deben por alquile es de casa.

En consideración á dichas solicitudes y tratando de facilitar en todo lo posible el pago de estas cantidades á los maestros, hemos resuelto solicitar de esta Junta de su digna Presidencia el que en el presupuesto para el corriente año economico se incluya una partoda que alcance á cubrir la deuda que contraida tienen con los maestros por el concepto antedicho, de modo que se destine una cantidad mensual para saldarla cuanto antes.

Esperamos que, á la mayor brevedad posible se sirva V. indicarnos á cuanto asciende la suma debida y nos diga cuantos son los maestros á quienes se les adeuda algo por alquiler de casa, manifestándonos al mismo tiempo el nombre de cada uno y la cantidad debida.

De V. atentamente,

SAMUEL MCCUNE LINDSAY,
Comisionado de Instrucción.

CIRCULAR LETTER 84.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 20, 1902.

To the school supervisors.

GENTLEMEN: The following list of supervisors' districts, with names of supervisors and location of headquarters, supersedes that recently issued, and you will please note the changes. The municipalities included in the districts have the boundaries of the new consolidated municipalities of those names.

Districts.	Headquarters.	Supervisors.
I. San Juan and Rio Piedras	San Juan	Paul G. Miller.
II. Carolina and Rio Grande	Carolina	A. S. Northrup.
III. Fajardo, Vieques, and Naguabo	Fajardo	Jose L. Fajardo.
IV. Humacao, Yabucoa, and San Lorenzo	Humacao	George W. Moore.
V. Caguas, Aguas Buenas, and Cayey	Caguas	L. R. Sawyer.
VI. Guayama and Patillas	Guayama	E. B. Willcox.
VII. Aibonito, Barros, and Comerio	Aibonito	Enrique Landron.
VIII. Coamo, Juana Diaz, and Santa Isabel	Coamo	Roger L. Conant.
IX. Ponce	Ponce	Jean L. Ankrom.
X. Yauco, Sabana Grande, and Lajas	Yauco	Francis Lynch.
XI. San German, Cabo Rojo, and Maricao	San German	R. R. Lutz.
XII. Mayaguez, Las Marias, and Añasco	Mayaguez	John Mellowes.
XIII. Aguadilla, San Sebastian, and Aguada	Aguadilla	D. F. Kelley.
XIV. Camuy and Isabela	Camuy	E. W. Hutchinson.
XV. Arecibo and Lares	Arecibo	Frank S. Roberts.
XVI. Utuado and Adjuntas	Utuado	Marion A. Ducont.
XVII. Manati, Ciales, and Morovis	Manati	Edgar L. Hill.
XVIII. Vega Baja and Toa Alta	Vega Baja	Andres Rodriguez.
XIX. Bayamon	Bayamon	O. M. Wood.

Please familiarize yourself at once with the territorial limits of your district, and arrange with the former supervisor in any territory now in your district but formerly in some other district for the transfer, as soon as possible, of the school property belonging to all parts of your district. Also arrange with the new supervisor in any part of your present district which has been transferred to some other district for the transfer of such property in your district as may belong now to another district. Please consider this letter as due and final authorization for such transfers, which should be effected at the earliest date possible. Of course you will take and give receipt for all property transferred or received.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

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CIRCULAR LETTER 85.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 19, 1902.

To the school supervisors.

GENTLEMEN: Examinations for teachers' certificates should be held at your headquarters and at any other point you may deem advisable in your district, although probably one examination in the district at your official headquarters would be amply sufficient, from September 1 to September 5, inclusive. Please arrange to hold two examinations each day, one in the forenoon and one in the afternoon, if possible, having those subjects for rural and graded teachers come first on the first three days, and the additional subjects for principal's certificate on the fourth and fifth. I have sent a general notice to all of the newspapers, a copy of which I herewith inclose, and I would suggest that you post such a notice at such places in your district as you deem advisable, and see that all due publicity is given to this matter. It is necessary that you should satisfy yourself that persons taking this examination are persons of good moral character and of general fitness to be considered for the possible position of teacher.

Please notify the department, by wire, if necessary, so as to reach this office not later than 6 p. m. on August 27, the estimated number of question sheets for each grade which you will need. These will be mailed in sealed packages, together with sufficient books for the examination, to your official address, so as to reach you in time for the first examination on Monday morning, September 1. Please see that the examination is conducted with every precaution to guarantee a fair and honest test, and that the papers are sent immediately upon the completion of the examination, each day, in sealed packages to the department.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 87.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 23, 1902.

To the school supervisors.

GENTLEMEN: Please confer at once with the school boards in your district and ascertain whether they have any funds available for the purchase of school furniture. The appropriation made by the insular legislature to the department of education for school supplies this year is not sufficient to enable us to purchase desks except for the new school buildings which the department erects and for a few schools where special conditions and the inability of the local boards to do anything in the matter demand action on the part of the department. I shall not be able to send you many desks for use in the schools of your district, and yet I have no doubt that there are many school buildings which you would like to see equipped this year with modern furniture. I have a few desks on hand which I will furnish to the municipalities which apply within a month from the date of this letter, and consent to buy and place in the schools of said municipality, a number of desks equal to the number furnished by the department. I am ready to offer you 100 desks in this way for use in your district, provided you can get the local boards to purchase an additional hundred. The board can make its purchase from the department or from the manufacturers of the desk direct. The department desks cost about $3 apiece in San Juan, and there will be a slight additional charge for transportation from San Juan to your district.

Let me know what you can do in this matter.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 88.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 25, 1902.

To the school supervisors.

GENTLEMEN: I beg to call your attention to the fact that the department is planning to supply the agricultural schools with a better equipment of seeds and tools

this year than has been possible heretofore. I am also willing to furnish you with a few books specially relating to the work of the agricultural schools for deposit in the schools as the beginning of a school library, provided you can notify me that the board is willing to put in the school a suitable bookcase for the preservation of such books, and also for the preservation of seeds from the ravages of mice and insects. In making your plans for the proper equipment of schools for the opening of the coming year, please bear this matter in mind in connection with agricultural schools and notify me as soon as possible of any agricultural schools in your district which are willing to make the necessary arrangements as suggested for the care of books and supplies.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 89.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, August 26, 1902.

the school supervisors.

GENTLEMEN: In conducting the examinations for teachers' certificates on September 2 to 5, inclusive, please observe the following order:

Monday, September 1, 8.30 a. m.: Arithmetic for rurals, graded, and principals.
Monday, September 1, 1.30 p. m.: English for rurals, graded, and principals.
Tuesday, September 2, 8.30 a. m.: Spanish for rurals, graded, and principals.
Tuesday, September 2, 1.30 p. m.: History for rurals, graded, and principals.
Wednesday, September 3, 8.30 a. m.: Geography for rurals, graded, and principals.
Wednesday, September 3, 1.30 p. m.: Pedagogy for rurals, graded, and principals.
Thursday, September 4, 8.30 a. m.: Algebra for rurals, graded, and principals.
Thursday, September 4, 1.30 p. m.: Physiology for rurals, graded, and principals.
Friday, September 5, 8.30 a. m.: Geometry for rurals, graded, and principals.

No papers should be opened except at these hours, and two hours should be given each examination.

The examination books contain the usual directions for the conduct of the examinations, and these should be observed strictly as usual.

Upon the completion of the examination, each day, please have all of the examination books and the unused question sheets securely wrapped and sealed and sent once, by mail, to the department. Please take every precaution to have the questions sent to you kept under lock and key, without the seal of the department being broken, until the hour arrives for the examination each day, when the questions of the day and hour may be opened. All of the blank books, and the number of papers requested in each grade by you will be mailed by the department so as to reach you on or before Monday morning, September 1.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 91.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 3, 1902.

the school supervisors.

GENTLEMEN: The new political code makes even more emphatic a general order as it has previously existed forbidding employees of the insular government to take active part in politics. This is to be construed as participation in conventions, holding of offices on committees, making political speeches, or writing political articles or pamphlets for publication. I beg to call your attention to this matter at this time, and to state that this department desires to see these rules rigidly enforced. Please make your own conduct in such matters a model example for the teachers in your district, and please, so far as in your power, notify your teachers that any violation of this rule on the part of those who expect to be placed in charge of schools at the opening of the school year, either now or during the period of the term of their teaching, will be considered sufficient cause for the disapproval of the nomination of the teacher, or for his immediate suspension and the cancellation of his certificate should it occur during the period of his school term.

I would also call your attention to the fact that I am about to notify the secretaries of the local boards that this department disapproves of the use of schoolhouses for political meetings of any kind, or for the purpose of holding party caucuses or meetings of a political character.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 92.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 3, 1902.

To the school supervisors.

GENTLEMEN: The Alexander Hamilton Corps, No. 162, W. R. C., Department of New York, offers a standard 8 by 12 bunting United States flag as a prize to the school of Porto Rico which makes the greatest progress in the study and use of the English language during the next school year. Please notify the schools of your district in due course of time of this fact, and state that the prize will be awarded by the commissioner of education on the basis of the sample work in English sent to the department during the coming school year.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 93.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 8, 1902.

To the school supervisors.

GENTLEMEN: In my former circular letter relating to the subject of school desks I neglected to say that school boards would be expected to pay freight upon any desks they order from the department in addition to paying freight on desks that may be given by the department and that the charge for freight must be paid in advance. The approximate amount may be ascertained by wiring the department, stating the number of desks required and the place to which they are to be sent, to which the department will make immediate reply by wire, and the money order for the amount stated should be sent at once. The desks can not be shipped until the freight is prepaid. The department will furnish the local boards desks at cost price, which will be the cheapest that the local boards can buy anywhere, because the department buys in large quantities at the lowest market prices. No commission on the school property handled by the department is paid to anyone. It is obtained directly from the manufacturers. The average cost to the department of desk laid down in San Juan at the present time is $3.

Please send to the department as soon as possible a statement of all the school property in your district, and a revised statement of your estimate of your needs for the coming school year. The change in the boundaries of so many of the school districts is likely to lead to some confusion unless we have this information by which to check the estimates we have made already on the basis of the lists of supplies required as presented by the supervisors of the old districts. We should like to know the exact amount of each kind of property charged to you in your new district and which you have on hand for immediate use. We should also like to have your estimate, revised on the basis of your present district, of your needs for the coming year.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 95.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 18, 1902.

To the school supervisors.

GENTLEMEN: I beg to inform you that the following regulation has been approved by the executive council and added to the school laws:

"ASSIGNMENT OF TEACHERS WITHIN THE JURISDICTION OF A LOCAL BOARD.

"The location or assignment to a particular school of the teachers within the jurisdiction of a local board shall be determined by said board and the school supervisor of that district. In cases where the local board and school supervisor fail to agree, the matter shall be referred to the commissioner of education, whose decision, after due and proper investigation of the facts in the case, shall be final. This rule applies only to the location or assignment of teachers who shall have been duly nominated by the local board, approved by the commissioner, and elected by the local board."

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 96.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 19, 1902.

To the school supervisors.

GENTLEMEN: If any question arises as to the appointment of agricultural teachers in your district, I beg to inform you that the department reserves the right to appoint the teacher of agriculture. The local board is not obliged to furnish said teacher with house rent, but if the funds of the local board permit I should appreciate the allowance of house rent to agricultural teachers as a sign of the interest which the local board proposes to take in this important work. The additional services which a good teacher of agriculture renders certainly merit the slightly higher salary which he would receive if given house rent in addition to the $60 per month which the department pays.

I have asked Dr. Rosell, teacher in the high school at San Juan, to send you some copies of a circular of information relating to correspondence work which he and others propose to carry on. It offers an opportunity for self-improvement of which some of your teachers may desire to avail themselves.

Please let me know at once how many night schools you desire to open in your district in accordance with the provisions regulating the conditions under which the night school may be opened. While I want to see as many such schools opened as possible, our funds are limited this year, and I would suggest that you do not encourage the opening of any night school unless you feel that it is imperatively demanded.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER 101.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 6, 1902.

DEAR SIR: On October 3 the following blanks were sent to you by mail: Form M—Statistical report on teachers; Form R—Teacher's monthly report; Form A—Duplicate supervisor's monthly report; 125 Form N—Pupil's work; 500 informe mensual; Record of supervisor's visits (for teachers); 25 record of supervisor's visits (for the supervisor). Under separate cover, by mail, to-day: 5 Form S—Supervisor's report. Also, inclosed with this letter, 10 envelopes addressed "Department of Education, Statistical Clerk." This envelope must not be used after the new form, now in the hands of the printer, is received. These latter are addressed "Department of Education, Division of Supervision and Statistics." A supply will be sent you as soon as possible.

Form M—Statistical report on teachers.—To secure accuracy and promptness in the matter of supplying the information asked for and in returning these reports, you are required to fill out the blank in every case yourself. You are respectfully referred to circular letter No. 97.

Form R—Teacher's monthly report.—"Instructions to teachers," containing full explanation of this blank, is now in the hands of the printer, and as soon as received a supply will be sent to you. In your remarks contained in the report for the month of October kindly give information in every detail, as asked for, particularly in regard to cleanliness, neatness, sanitary arrangement, and the condition of the room.

Form A: Duplicate supervisor's monthly report.—The commissioner has thought it unnecessary to include in this copy of the "Teacher's monthly report," hence this change. As the department desires the teacher to receive an exact copy of your remarks, you are required to place your signature both under the report which is sent to this office and under the duplicate which is given to the teacher. It is expressly requested that you will in no case send a monthly report on a school to this office without at the same time giving the corresponding duplicate to the teacher of the school.

Form S: Supervisor's report.—You may save yourself, as well as this office, some inconvenience, besides doing away with unnecessary correspondence, by filling in correct figures, and, further, by filling them in promptly and at once returning the report to the division of supervision and statistics as near the 1st of the new month as possible. Formerly this blank asked for the same information as at present, the difference between the old blank and the one sent out this year being that instead of appearing on many sheets—one for each municipality—data for any district may now be kept by municipalities on one sheet. You are asked also to keep a record of reenrolled pupils.

Form N: Pupil's work.—You will receive a supply of these blanks some time during the first month of each term, with instructions to distribute them among the schools from which you think that the department should receive samples of pupils' work, and which will fairly represent all degrees of excellence in the work in your district. The teacher will have the blanks filled out, to be returned to you at the close of the term, and you should then send them promptly to the office of the commissioner.

Informe mensual.—There should be one for each pupil in your district. If such is not the case, please send at once for an additional supply. Kindly distribute these some time before the end of the first school month, October 24.

Record of supervisor's visits (for teachers).—Kindly call the attention of the teacher to the note which asks that the sheet be kept through the term. None of these reports can be complete until the term has closed. The blanks should be distributed at once.

Record of supervisor's visits (for the supervisor).—This blank is self-explanatory. Kindly follow instructions as per notes at the bottom of the sheet. If the location of the last school visited on any day is such that it would be possible for the date on the sheet and that of the postmark to be the same the field supervisor expects to find it so. He very much desires to receive the sheet as soon as possible after the visits have been made.

In general, it may be said, as has been mentioned in regard to Form S, accuracy and promptness will be appreciated. If you desire additional information or if you need help in any way in connection with the making out of teachers' reports or your own report each month, do not fail to write the department at once a clear statement of the difficulty.

The supply of blanks sent at this time, or the supply of envelopes inclosed with this letter, may not be sufficient to meet your immediate needs, in which case more will be sent you upon receipt of information to this effect.

Please destroy all old blanks, Forms M, R, and S.

Do not hesitate to offer any suggestions that occur to you, which might be in any way valuable in the development of the best method for securing full information and complete accurate reports.

Begging your assistance in the statistical work of the department, I am,

Yours, very truly,

GAIL S. NICE, *Statistical Supervisor.*

CIRCULAR LETTER No. 106.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 15, 1902.

To the supervisors:

GENTLEMEN: I beg to inform you that the course of study has been revised and is now in the hands of the printer. I hardly think it will be ready for distribution for three or four weeks.

It is the desire of the department to unify the grading of the schools throughout the island during the coming year. To do this the same grades should start at the same point at the beginning of the year. It may happen that your schools are graded too high or too low. In these cases simply change the name, calling them by number from 1 to 8. Use language work and arithmetic as the basis for grading.

HORMIGUEROS RURAL SCHOOL.

Inclosed you will find directions for beginning the work in each grade. It is not pretended that these are perfect, but I believe that they will be helpful to your teachers. I did not mention nature study, drawing, etc., because these things can not be adjusted to any text-book we now have. Your teachers may also find difficulty in cases where books are mentioned which the supervisors have not yet received. The work in history for the fourth grade is all biography; for that reason I mention Eggleston's History, which I think you all have. Although this book is in English, the children will learn more biography from an English book than from no book at all.

I have said nothing about the work in English, as the degree of advancement in the same grades of the different towns varies far more than in the other branches. It is best for the English teacher to begin where he finds the pupils.

Yours, respectfully,

PAUL G. MILLER,
Acting Field Supervisor.

BEGINNING OF THE WORK IN THE DIFFERENT GRADES, ACCORDING TO THE TEXTS IN USE.

FIRST GRADE.

Reading.—Begin Spanish and English charts.
Arithmetic.—Begin Wentworth's Elementary Arithmetic, doing 80 per cent of the work orally.

SECOND GRADE.

Reading.—Review Libro Primero de Lectura rapidly, beginning the Libro Segundo as soon as possible, and using the Lector Moderno No. 1 for supplementary reading.
Arithmetic.—Begin Part II of Wentworth's Elementary Arithmetic, doing 60 per cent of the work orally.

THIRD GRADE.

Reading.—Review Libro Segundo de Lectura from the beginning, and begin Libro Tercero as soon as possible. Use El Lector Moderno No. 2 for supplementary reading.
Arithmetic.—Begin Part III of Wentworth's Elementary Arithmetic.
Language.—Begin Los Primeros Pasos en Castellano.

FOURTH GRADE.

Reading.—Review Libro Tercero de Lectura from the beginning, and use El Lector Moderno No. 3 for supplementary reading.
Arithmetic.—Wentworth's Elementary Arithmetic, page 151, with plenty of original problems in fundamental operations given by the teacher aside from the text-books. Here the Aritmética Práctica might also be used for problems in fundamental operations.
Language.—Review Los Primeros Pasos en Castellano from the beginning, proceeding with the work where the class left off the year before.
Geography.—Begin Frye's Elementary Geography.
Biography.—Use Eggleston's History.

FIFTH GRADE.

Reading.—Libro Cuarto de Lectura from the beginning, and continue El Lector Moderno No. 3 for supplementary reading.
Arithmetic.—Wentworth's Elementary Arithmetic, page 163.
Language.—Begin Los Primeros Pasos en Castellano on page 77.
Geography.—Frye's Geography, page 55.
History.—Barnes's Nociones de Historia from the introduction.

SIXTH GRADE.

Reading.—Review Libro Cuarto de Lectura.
Arithmetic.—Wentworth's Elementary Arithmetic, page 204.
Language.—Begin Hernandez's Spanish Grammar.
Geography.—Frye's Elementary Geography. Review rapidly from page 58 and continue the work where the class left off the year before.
History.—Barnes's Nociones de Historia. Review from page 37.

SEVENTH GRADE.

Arithmetic.—Wentworth's Aritmética Práctica. Review rapidly from the beginning, insisting on analyses.

Language.—Hernandez's Spanish Grammar from the beginning to syntax. Welsh's English Grammar from the beginning.

Geography.—Begin Appleton's Geografia Superior or Frye's Grammar School Geography. Where you have both texts, use both.

History.—Barnes's Nociones de Historia from page 97.

Physiology.—Foster's Fisiologia from the beginning.

CIRCULAR LETTER No. 107.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 20, 1902.

To the supervisors.

GENTLEMEN: In reporting absences of teachers please observe the following rules:

(1) In case a teacher is sick so that he can not attend to his duties no deduction shall be made from his salary.

(2) In case of the death of the father, mother, wife, husband, child, or any relative residing in the same household with any teacher of the public schools, one day's absence with pay may be allowed.

(3) No more than five days shall be allowed with pay for cases of sickness or death, or both, in any one school month.

Yours, very truly,

SAMUEL MCCUNE LINDSAY,
Commissioner.

CIRCULAR LETTER No. 111.

[Supplementary to Letter No. 110.]

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 31, 1902.

To the supervisors.

GENTLEMEN: It is the desire of the commissioner that all Porto Rican teachers be afforded the best possible opportunity for learning English, and the plan suggested in Circular Letter No. 110, while not free from objections, seems to be the most feasible.

In most cases the regular work of the schools need not suffer in the least from the proposed reduction of hours; the periods of recitation may be shortened a few minutes, the work of instruction made more intensive, and results attained which are fully as satisfactory as is now the case.

For rural school teachers it may be advisable to make some variation in the proposed plan. The English class in the town might be taught in two divisions, each occupying about a half hour, the work of the second division being especially adapted to the needs of rural teachers. In a majority of cases the daily session of rural schools is closed by 3 o'clock, and most of the teachers could attend at least the second half hour of the class.

The proposed examination will be written, and much written work should be done in preparation therefor. In this the rural teachers will have opportunity equal in every way to those of other teachers. As part of the course the English teacher should regularly assign composition work and after carefully marking all errors should return such work to the writers.

If in the judgment of the supervisor better results can be obtained thereby, the school hours may be shortened on two afternoons only, and one session of the English class held on Saturday. In general we wish the work to be so conducted as to insure the best results to teachers and schools, and if any modification of the scheme proposed in Letter No. 110 can better adapt the general idea to local conditions, and the same results be obtained without imposing any expense for tuition on the teachers, such a modification, if duly presented to the commissioner, would probably be approved.

Respectfully,

E. W. LORD,
Assistant Commissioner.

REPORT ON INSULAR NORMAL SCHOOL.

DEPARTMENT OF EDUCATION OF PORTO RICO,
INSULAR NORMAL SCHOOL,
Rio Piedras, July 21, 1902.

To the honorable Commissioner of Education for Porto Rico:

It is my duty as well as high privilege to report to you at this time the condition of the Insular Normal School during the past eight months, and to make mention of some of our most prominent needs and aspirations touching the future. The pressure of constant work makes this report late. Already the fiscal year has closed, our regular term examinations are just passed, the summer school has opened, and I snatch a few hours from its constant demands.

Our past normal term, which should have been nine months, was reduced to eight by the exigencies arising from the prolonged work of the summer school of 1901, coupled with the unfinished state of the new normal building, in which we hoped to have opened school in September last, and the delay caused by the fitting up of the governor's summer palace for temporary occupancy, all of which prevented the opening of the school until the last of October. This was unfortunate for the first year, when we needed all the time possible. But notwithstanding this curtailment of time in the year most needing it, the work of the past term has been very successful.

The whole number of pupils remaining with us until the end of the school year has been 91. Some 25 more applied for admission, were examined and even tried for longer or shorter periods, but finally rejected as better fitted for work in the common schools. Of this number the majority had little conception of the requirements for entering a normal school, and none were prepared to receive its benefits. Besides this number rejected, some 13 similarly equipped, who had been to great expense in coming from a distance, were allowed to remain and to form a class, which we have called our preparatory year class.

Thus the school was finally organized with a preparatory class of 13, two classes of the first year, numbering, respectively, 33 and 29 (the former being boys and the latter girls), with a second year class of 16.

The studies of the first year were arithmetic, United States history, geography (covering contour, location and products, and including map drawing), Spanish language, English language, physiology, pedagogy (mostly school management and methods), music, drawing, and simple calisthenics. The studies of the second year were similar, with the addition of algebra, Spanish literature, rhetoric, and civil government, and with more attention given to the actual practice of teaching. Hereafter the work of these two years will be more distinctly separated, for our second year classes will be better prepared, and this preparation should excuse them from the further study of and examination in that amount of Spanish grammar, United States history, primary arithmetic, map work in geography, physiology, and pedagogy which has been finished in the first year. In other words, this normal school, like all others, must be progressive in character, and a thorough examination in the studies of the first year should be considered as holding good for the two succeeding years, whatever may have been the custom of the island in years past touching examinations for teachers' certificates. Any other course would break down the work of the second and third years in our school with the weight of 18 and 24 examinations, respectively, a requirement whose absurdity is seen with the mere mention of it, and which would at once destroy the character of a normal school.

This leads me to speak plainly of a fundamental antagonism between certain laws of the island, made to fit a temporary condition in times past, and the present existence of the Insular Normal School, as a school for the preparation of competent teachers. Either these old laws should be changed or this school should be changed to something less than a normal. I can perceive in the alignment of these two opposing forces no middle ground for compromise. Indeed, I can not even perceive a remedy for immediately existing conditions before that change of law, unless you use the power in your hands to cut a knot which refuses to be untied. By some power or other, the following two things seem to be necessary: (1) An authoritative declaration of the validity of a normal school certificate of first and second year's examinations for all succeeding examinations in the same work; (2) An authoritative declaration that all the examinations of the island must conform to that standard maintained by and necessary to the existence of the normal school. Something of this kind seems to be demanded in the broad interests of education, even before laws can be changed; something which will bring a uniformity of action and harmony of purpose on all sides competent to sustain the bright era of education promised by a normal school.

This brighter future is not only promised in the very existence of the normal school building in Rio Piedras, but the promise is reaffirmed and emphasized by the work of the school during the past eight months. I have said that the school has prospered, even in this shortened term. The reasons for this are not far to seek. First, with few exceptions, we have had a superior corps of instructors. Second, we have had a fine class of pupils, a class of indefatigable workers. No one who has seen our young men and women study and recite for the past eight months can say that the native Porto Rican is lazy. More than that, no one can say that he is wanting in obedience, moral purpose, and general good behavior; and we may add to this the presence of a kindliness and cheerfulness which is truly refreshing. To such pupils, and to the above-mentioned professors, our success of the past year is due.

But success implies an aim. What have we tried to do? Our aim has been (1) the introduction of better methods of teaching; (2) the gaining of information. The old method of memorizing certain answers to certain questions has been banished from the class room, and we have made a fairly good beginning in teaching prospective teachers to think and to prepare to teach their future pupils to think. This statement sums up all our aims in all our studies and represents our one aim. That aim has been faithfully adhered to by all our teachers and enthusiastically received by our pupils. What more can I say? This comprehends all. The pupils' eyes have been opened to a vista that charms and inspires them, and that inspiration will create its own future. These pupils are the hope of our island in education, and their work will be the stepping stones for the higher ascent of their children.

But how can I write this which touches upon the enthusiasm, earnestness, zeal, and even heroism of our pupils without giving individual instances? We can not know real hearts and wills in the mass. One should stand close to individual students and hear the story of their struggles, their trials, their sacrifices, to know them and to pardon some of the mistakes and stumblings which their impatient haste in self-advancement causes; and one will not hear the truest of these stories unless he does stand close to them. For example: Here is a little maiden so anxious to enter the school that she comes to me with a lie on her lips—somewhat of a white lie, to be sure, but enough to give my Puritan ancestry and education quite a wrench. Moral feeling subsides, however (or yields to a larger), as I read back of the tears the anxieties of a human life and consider the previous education. Here is another whom months of acquaintance makes bold enough to say: "Oh, you can't know what this school means to some of us girls! Our parents could not support their large families of girls, and as fast as they grew up they had to be gotten rid of, and it was all the worse if one was pretty. Now we can teach and support ourselves until we find the man we want to marry. And we no longer need consider ourselves as a burden, for we can help our parents." Here is another case, a man who has come to town with no means of support, but full of hope, confidence, and a vague longing in his heart for a slice of this education which seems to be passed around. Sometimes such men win, sometimes they fail. But the effort, the struggle! It fails not. How it quickens men's blood with throbs which no more are lost to society than are the impelling powers of the wave in reef formation! And here is a little girl, under age for the school; under size, with black eyes gleaming over the high cheek bones of the Indian and from a head covered with the close twists of the African. She is not prepossessing, but her cause is sacred. She has no father, and her mother, with a large family, is in the deepest poverty. Her preparation for school is very meager. I see the hopelessness of the situation and tell her she is too young, too poorly prepared. "But I want to be a great teacher." I am startled by the audacity and the contrast it offers. What a stupendous annunciation from such a small source! I attempt to reason with her. I turn her own arguments—the extreme poverty of her mother—against her, and urge her not to add to the burdens of this mother by wasting money in such a hopeless undertaking as trying to win a teacher's certificate in one term. But argument is unavailing. I am always met with the same words: "I must be a teacher. I must earn money for my family. Please give me a chance. Only give me a trial." Who can resist this? Only a chance—a chance to be something. Who can refuse a trial? But in two weeks I have to repeat the advice, and the same is repeated by all her teachers. She is apparently doing little, though working so hard. But she persists, she begs for a longer trial. Her eager eyes, full of tears, have the desperation of hunger in them. Want and study are already cutting finer that profile, leaving outlined the firm jaw, and as I look through the tears and recognize that "clear grit" on which the best in all civilization is founded, I say, "God bless you! Go ahead!" And she did go ahead. I do not know how she lived for a year—that is, much of the time, for we had many similar cases—but she won her certificate, and I was glad to be proven a poor prophet.

Does Yankee pluck exceed this? And is there not hope even for the under strata of Porto Rico with such women afield in education? And here is another case: A poor girl appeared in the school and the town, and then her parents, too poor to pay her board, soon followed. They had a numerous family and no work. The meager allowance of daily bread was shared by all, and this girl studied each night into the small hours of the morning by the light of one candle. She was finally taken ill. Nature had rebelled. I called upon them in their one room, furnished only with two chairs and one bed, and from the latter the heroine of this drama smiled upon me like a reflection of that light which always wins its way through darkness. Well, our teachers relieved the immediate stress, the father found stray jobs of work, the girl returned to school, won high rank, and is now winning laurels in the summer school. Here is a little daughter who is lifting the whole family; her brothers and sisters will follow in her steps. What a change to them all! And it is the American occupancy of this island that has brought these changes to the homes of the poor.

There are many other cases in my mind, but time forbids their mention. I will, however, say that I am particularly interested just now in one case in our present summer school. It is that of a rural teacher some 35 years old, the father of a family of 12 children, and with a salary of $30 per month for nine months of the year. If he can go through this summer school and win a higher certificate, he will get $40 per month. He has thought of this for the past year. It has been his one dream by day and by night. He and his wife saved and pinched, but the pinchings from $30 per month, after fourteen months had been filled, were insufficient. Did he give up the prize? Did he sit down and lay the burden upon circumstances, and with it his destiny? He was not made of that metal. He had a house—a mere cabin—but it was the home of his wife and children. It was his all. He sold it for $50, and with this money paid three months' rent in humble quarters, and left a little money for their support. How he got here from his distant home I know not. The first I heard of him kind friends in San Juan were giving him lodgment and he was walking back and forth night and morning, a distance of 7 miles, to the school. He was doing this, too, with no breakfast, for he must start too early for even the cup of coffee which furnished the breakfast of his friends. Then friends raised a contribution to pay his fare on the street cars. He is all right now, and as happy as a king. He will win. He has it in his eye.

I state these individual cases because I think you will be glad to know them, and because the country which has extended its helping hand to this island ought to know them. These are not stories of men and women who have advertised their poverty, but who have hidden it. We have the other kind, but they are not the winners. We soon learn to know them and their record with us is brief. These of whom I have spoken are the modest heroes of this epoch in this island. Their stories are sad, but not depressing. On the contrary they cheer us. Here is grit, determination, persistency, heroism. Is there not hope for a country containing such men and women? Does not your own work look grander for them? God bless them, and help us all to be worthy of giving them the intellectual food they crave.

Respectfully submitted.

W. G. TODD,
Principal of Insular Normal School.

ESCUELA NORMAL INSULAR, RIO PIEDRAS, P. R.—CATÁLOGO Y PROSPECTO PARA EL AÑO ESCOLAR 1902-3.

FACULTAD ESCUELA NORMAL INSULAR.

W. G. Todd, principal; Domingo A. Rubio, historia y filosofía; Felipe Janer, idioma castellano; José Janer, matemáticas y ciencias físicas; Susan D. Huntington, pedagogía, principal de la escuela modelo; Ruth A. Gottlieb, ejercicios físicos y fisiología; Elizabeth F. Hall, idioma inglés; Violet Floyd Ward, trabajos de kindergarten; F. M. Pennock, agricultura; J. H. A. Smith, cultura física; Matilde Nadal, música; Francisco Oller, dibujo.

CALENDARIO AÑO ESCOLAR, 1902-3.

Septiembre 29, 1902, 8 a. m.: Apertura del primer término, salón general, Rio Piedras.

Noviembre 4, 1902: Día festivo, elecciones.

Noviembre 27, 1902: Día festivo, acción de gracias.

Deciembre 19, 1902, 5 p. m.: Clausura del primer término; empiezan las vacaciones de navidad.

Enero 5, 1903, 8 a. m.: Terminan las vacaciones de navidad y empieza el segundo término.

Abril 3, 1903, 5 p. m.: Clausura del segundo término y empiezan las vacaciones de Pascua Florida.

Abril 13 1903, 8 a. m.: Terminan las vacaciones de Pascua Florida y empieza el tercer término.

Junio 19, 1903, 5 p. m.: Clausura del tercer término y cierre del año escolar.

ORDEN DE ESTUDIO.

Año preparatorio: igual al grado 8 de las escuelas públicas.

Primer año:

	Periodos.
1. Arithmética: desde Pesas y medidas hasta tanto por ciento	5
2. Idioma castlellano	5
3. Idioma inglés	5
4. Historia de los Estados Unidos	3
5. Geografía: Contornos, situación, productos	2
6. Pedagogía: Manejo de la escuela y métodos	3
7. Lectura: (siguiendo el ejemplo del profesor y tratando de imitarlo)	2
8. Fisiología	2
9. Ejercicios físicos	3
For semana	30

Segundo año:

1. Algebra: Comprendiendo las ecuaciones de primer grado	5
2. Arithmética: todo el libro desde el tanto por ciento.	5
3. Historia general	3
4. Idioma inglés	5
5. Geografía física	2
6. Gobierno civil	1
7. Psicología	2
8. Física	2
9. Botánica	2
10. Ejercicios físicos	3
Por semana	30

Tercer año:

1. Algebra: ecuaciones de 2do grado	3
2. Geometría	5
3. Idioma inglés	5
4. Literatura española	3
5. Historia general	2
6. Psicología, (que se dará con la clase de 2do año)	2
7. Botánica, (que se dará con la clase de 2do año)	2
8. Física, (que se dará con la clase de 2do año)	3
9. Química	2
10. Economía	1
11. Ejercicios físicos	3
Por semana	30

HISTORIA DE LA ESCUELA NORMAL.

La Escuela Normal Insula fué proyectada primeramente por el Gobierno Miletar, con el fin de que fuera una escuela normal industrial. En Septiembre 27 de 1899 se tomaron las medidas necesarias para establecer esta escuela en Fajardo, conviniendo la municipalidad en facilitar $20,000 é igual suma el Gobierno Militar para la construcción de edificios y para los útiles de la escuela.

El Departamento de Educación compró y cercó un pedazo de terreno, sin haber hecho nada mas, y la escuela, que ya había empezado sus trabajos alli, se hallaba en una casa alquilada.

El establecimiento de esta escuela en el extremo oriental de la Isla no dió resultado alguno, y era imposible para el Departamento de Educación dar á dicho escuela la atención é inspección que eran tan necesarian en el trabojo educativo del país.

Aunque la escuela normal se inauguró en Fajardo en Octubre 1 de 1900 nun edificio alquilado y preparado para dar cabida á 100 alumnos, solamente se matricularon 20, empezando á hacerse las diligencias en aquel año para trasladar la escuela al sitio en que actualmente se halla en Rio Piedras, comprándose una hermosa extensión de terreno de unos 50 acres, donde su construyó un edifico grande y cómodo que costó unos $35,000.

El Gobernador puso á la disposición de esta escuela su casa de verano inaugurándose allí la escuela normal insular en Octubre de 1901, contando con unos 90 alumnos matriculados que continuaron sus estudios durante todo el año.

En Mayo 30 de 1902 el hermoso y gran edificio que hoy ocupa la escuela normal fué inaugurado con las debidas ceremonias en presencia de un extraordinario número de concurrentes, tomando parte en esta ceremonia, el Gobernador, el Presidente del

Tribunal Supremo, el Comisionado de Educatión y otros Jefes de Departmentos del Gobierno Insular, como igualmente otros ciudadanos connotados.

Después de la inauguración del nuevo edificio la escuela fué trasladada seguidamente de la "convalecencia" al nuevo local, continuándose allí el trabajo del último mes del año escolar.

Actualmente está ocupada la referida escuela con las clases de verano, en el curso de ocho semanas, asistiendo á dichas classe mas de 200 alumnos.

Los planos para los nuevos edificios han sido terminados y se ha hecho ya el contrato para la construcción de dos edificiós mas en el mismo terreno de la normal, uno de los cuales será destinado para la residencia del principal de la escuela normal y el otro para una escuela modelo graduada, que servirá á la vez de práctica para los alumnos de la normal.

FIN Y TRABAJO DIARIO DE LA ESCUELA NORMAL.

El objeto de la escuela es la completa preparación del maestro para su trabajo especial; pero para la consecución de todo fin son siempre necesarias las condiciones de tiempo y lugar.

La verdadera necesidad hoy en Puerto Rico es formar maestro que, abandonando la rutina y las lecciones de memoria, puedan enseñar á sus alumnos cuidadosamente á pensar, á razonar y á formar correcto juicios sobre el asunto de que traten los libros. El antiquo método de instrucción en las escuelas públicas fué más bien un trabajo mecánico, puramente de memoria. El método actual requiére pensar, y lleva al cerebro ideas en vez de palabras que no se entienden: es científico mas que imitativo. En aritmética; por ejemplo, nuestro objeto es que el pensar sustituya á la irreflexión, y que la práctica de cada principio matemático contenido en todo problema se prefiera aprender de memoria ciertos medios de reunir números con el fin de obtener la respuesta en el libro. Lo primero es ciencia; lo segundo es un engaño.

En geografiá el objeto es el desarrollo de la facultad de poder formar en la mente una imagen de una región, donde está situada con relación á los demas paises, sus límites, rios, llanuras, valles, posición de las principales ciudades, divisiones generales con los productos propios de cada país. Esta es toda la geografiá que se enseña en el primer año. Si uno domina esto, entonces adquiere verdadero conocimiento de los paises. A esto se agrega en el 2do año gran parte de geografiá física, para mostrar las grandes influencias de la temperatura, vientos, corrientes oceánicas, ríos, montañas, etc., y tratar sobre la formación de clamas, terrenos, producto, comercío, civilización, y hasta el carácter.

En historia el fin es enseñar al alumno á observar las distintas causas que han originado grandes sucesos, con la influencia de los mismos en la civilización, en lugar de refrerir minuciosamente guerras y batallas ó llenar de fechas el cerebro. Mientras tenga necesidad de ejercitar su cerebro, enséñesele á reunir sucesos importantes ocurridos en épocas notables, á hacer representaciones de esos acontecimientos, y así se hace más sencillo el trabajo de recordar fechas, llamando en auxilio de la memoria á su hermana gemela, la imaginación.

En gobierno civil, en parte se sigue este mismo método. En una palabra, el objeto es dar al alumno una imagen verdadera de la natural organización seguida en la esfera de la sociedad humana, y tal como se ve mejor, bajo la representación de una República.

En fisiología, se insiste en el conocimiento de anatomía, pues éste constituye el primer escalón para los estudios superiores de higiene doméstica, ó para la aplicación práctica de este conocimiento en la salud y la vida.

En fisica, el fin es hacer claras y sencillas las leyes comunes de le naturaleza por medio de experimentos y figuras; en otras palabras, traer á la luz del entendimiento aquellas fuerzas que desenvuelven y sacan de la oscuridad las innumerables supersticiones de la ignorancia.

En botánica, el objeto no es principalmente el enumerar las infinitas variedades de plantas, como el estudio de la naturaleza, crecimiento, usos, terrenos y alimentos de aquellas plantas que necesitamos para la vida; y todo esto con referencia especial á las exigencias de la agricultura práctica.

En trabajos especiales de agricultura, se darán también hechos y demonstraciones referentes á muchas de las cosechas de la isla.

En el estudio del inioma inglés, el fin es educar á los alumnos en el uso del idioma y particularmente en la conversación. Hasta ahora los exámenes escritos han originado una tendencia errónea. El e studiante naturalmente desea pasar aquellos exámenes, y como estudian las reglas gramaticales, traducciones, etc., fijan toda su inteligencia en aquellas y descuidan la conversación. El valor de un idioma está en la habilidad que tenga una para usarlo, y nuestro exámenes deben reconocer esto.

Además de los textos escritos, nuestros alumnos deben acreditar su habilidad en el hablar, dándoseles el mismo por ciento por el adelanto en la conversación que el que se les dá por el trabajo escrito, no siendo el conversación la prueba final, sino el trabajo diario en clase según nota del profesor.

En música, el objeto es enseñar á leer de corrido la escala musical y la propia manera de usar la voz al cantar. No todos pueden cantar, pero todos pueden aprender é leer música correctamente, y enseñar á otros á leerla, haciendo más feliz al pueblo de esta isla con las canciones de los niños.

En dibujo, el fin debe ser el desarrollar de modo práctico el don natural que tienen nuestro alumnos. En este país el talento natural de imitación, el gusto para reunir formas y colores con el amor á la belleza, pueden hallar siempre libre campo á sus manifestaciones. Pero el fin en esta labor debe ser práctico, empezando sistemáticamente con líneas rectas y diagramas, pasando á curvas y a objetos, con bastante práctica en dibujo mecánico, siempre siguiendo por medio de objeto en vez de copias hasta que termine el alumno con perspectivas y sombras. No es necesario pintar para aquirir toda la base del arte, y por falta de tiempo nuestro trabajo se limitará al procedimiento anteriormente expresado.

En ejercicios físicios, el objeto será mejorar la salud, enriquecer las facultades de la inteligencia lo mismo que las del cuerpo, llevando á la práctica los verdaderos principios de higiene y enseñando armonia, precisión y prontitud en los movimientos. Para estos ejercicios se ha dado gratis á cada alumno un traje ligero, gavetas para uso de los estudiantes donde pueden guardar sus trajes ó cualquier cosa que necesiten conservar bajo llave. Hay 248 de estas gavetas en el Gimnasio y cada alumno tiene derecho á una llave, previo depósito de 50 centavos, para adquirir una nueva, en caso de que ésta se piérda. Así mismo se exige á los alumnos un depósito de $2.00 ó una garantía personal por los libros que se les entregan.

EXÁMENES Y CERTIFICADOS DE MAESTROS.

Los exámenes oficiales del Departamento de Educación sobre la base de los cuales se conceden certificados á los maestros rurales, graduados y principales, se llevarán á efecto en las mismas fechas y mediante las mismas preguntas de examen, en el edificio de la Escuela Normal y en otras partes de la Isla. Los trabajos serán examinados y calificados por la Junta de Exámen del Departamento de Educación, que, en parte, se compondrá de miembros de la Facultad de la Escuela Normal. Sin embargo, puesto que la misma Escuela Normal efectúa exámenes de prueba de todas las materias que se enseñan y es de su competencia inspeccionar con regularidad el trabajo de los aspirantes que han sido alumnos de la Escuela Normal que deseen obtener certificados de maestros, el Departamento de Educación reconoce el hecho de que los resultados de la asistencia á las clases pueden dar mejor el verdadero conocimiento de los buenos alumnos en vez del que se obtendría por medio de examen, y por lo tanto el Departamento toma el promedio obtenido por cada alumno de la Escuela Normal en cada materiá que se exige en los exámenes oficiales de maestros y lo une al promedio que se obtiene en los exámenes oficiales. La nota de curso se contará por $\frac{2}{3}$ y la de examen por $\frac{1}{3}$ en el promedio final, y sobre esta base el certificado de maestro será concedido con sujeción á la regla general de que no se concederá un certificado en ningún caso en que el promedio de una asignatura sea menor de 50 y en que el promedio general de todos las materias sea menor de 70. Esta regla se aplicará al promedio del curso como al examen de los alumnos de la Escuela Normal, lo mismo que al promedio total, pero el hecho de que el trabajo del curso sea válido con $\frac{2}{3}$, dará á aqueillos que trabajan á conciencia en la Escuela Normal una ventaja sobre aquellos que están sometidos exclusivamente á las vicisitudes de un examen público.

LA ESCUELA MODELO Ó ESCUELA PRÁCTICA.

Tenemos ahora en vías de construcción una Escuela Graduada que tendrá seis departamentos, y que estará terminada en Enero 1, 1903, y se abrirá con el nombre de Escuela Modelo ó Práctica, donde los alumnos de la Escuela Normal tendrán oportunidad para poder asistir á las clases que estarán á cargo de expertos profesores, y dónde se los exigirá que actúen como maestros vigilados por los profesores de dicha Escuela Modelo y los de la Normal.

La Sta. Susana D. Huntington, profesora de Pedagogía en la Escuela Normal, estará á cargo de la dirección general de esta Escuela, y se halla actualmente en los Estados Unidos, estudiando con especialidad todo lo concerniente á su cargo de directora de esta Escuela. La referida Escuela se compondrá de cuatro clases de graduados y un Kindergarten. Las cuatro clases representarán los distintos grados de la Escuelas públicas de la Isla.

DEPARTAMENTO DE AGRICULTURA.

El Comisionado tiene la idea de establecer un Departamento especial de Agricultura en la Escuela Normal tan pronto como sea posible. El objeto de esta escuela es preparar profesores que sean competentes para las veinte ó más escuelas de Agricultura que hay en la Isla, que hasta la fecha poca importancia han tenido, siendo también el fin de dicha Escuela de Agricultura dar á los profesores no solamente datos teóricos respecto á la vida de las plantas, su naturaleza y necesidades, terrenos adecuados, etc., sino también darles enseñanza práctica en el cultivo y manejo de las diferentes clases de terrenos. Este Departamento también se propone emplear el sistemá objetivo con los alumnos. El estudio en esta clase especial quedará á opción del alumno, pero una vez que comienza sus estudios én esta materia, tendrá las mismas obligaciones que tiene en cualquiera de los otros estudios.

Este año será imposible que el Departamento pueda lograr sus deseos con respecto á éste particular; sin embargo, lo hará en pequeña escala con una clase de Agricultura, dando á esta clase todos los estudios del primer año que sean necesarios para sus trabajos, con 5 períodos semanales en el estudio de la Agricultura, excluyendo el ejercicio físico y ciertos estudios que no son absolutamente necesarios al fin general de esta escuela. Ninguno de nuestros alumnos tendrá obligación de matricularse en esta clase, pero se organizará con aquellos que deseen obtener los beneficios de ella. Por categoría, el profesor graduado al clasificarlo, y su trabajo especial de Agricultura le dará derecho á que se le aumente el sueldo. Como el estudio de la Agricultura quedará á voluntad del alumno, aquellos que hagan solicitud para ser admitidos, deben declarar que desean ser matriculados. También deben expresar qué conocimientos tienen en Agricultura práctica, y presentar constancias de estos trabajos por medio de otros personas que lo acrediten. Como esta clase se compondrá de unos viente alumnos, probablemente será necesario hacer una elección entre los mejores y más hábiles para el trabajo. Nadie será admitido á esta clase que no pueda pasar el examen del Primer Año. El curso será como sigue:

PRIMER AÑO.

El curso del Primer Año se compondrá de estudios que se tomarán del curso General de dicho Año, con cinco períodos de Práctica de Jardín semanalmente, que se tomarán por la tarde.

SEGUNDO AÑO.

	Períodos.
Agronomía	2
Cosechas tropicales	2
Agricultura, económica y pedagogía	1
Práctica de Jardín	5

TERCER AÑO.

Literatura de la Agricultura particularmente en Inglés	2
Temas de Agricultura con críticas y discusiones	2
Estudio de la Naturaleza	1
Prácticas y experimentos en el Jardín	5

CASAS DE HOSPEDAJE PARA LOS ALUMNOS.

El hospedaje de los alumnos ha tenido buen resultado en Rio Piedras. En este pueblo hay buenas casas de familia y local suficiente, y los precios son económicos.

APERTURA DEL TÉRMINO DE 1902–3.

La Escuela se abrirá en Septiembre 29. Aquellos que deseen asistir á ella el año entrante, pueden conseguirlo presentándose á examen y para ser matriculados á su debido tiempo.

Si los solicitantes escriben al Principal de la Escuela Normal, recibirán una tarjeta impresa, que las servirá para hacer la solicitud.

La Escuela se abrirá con dos clases en lo que se llama Año Preparatorio, hasta que el Edificio de la Escuela Modelo se haya terminado, constituyendo entonces estas dos clases los dos grados superiores de la nueva escuela. También habrá dos clases en el Tercer Año, con una lista de los estudios de los diferentes años según se dan en el curso de estudios que se halla impreso en la página 15.

Las dos clases del Año Preparatorio se compondrán de aquellos que se hallen incapacitados para ingresar en el Primer Año, y á los alumnos de dichas clases se les

clasificará según sus conocimientos. Cada clase tendrá probablemente 25 alumnos, como habrá más de este número que deseen obtener admisión, se dará preferencia aquellos que vienen de poblaciones distantes, con tal que reunan las mismas conc cones que los otros.

Las clases del Primer Año estarán compuestas de aquellos que por medio de ce tificados demuestren que tienen conocimientos bastantes para ingresar en esta grad y de otros cuyos exámenes consistirán principalmente en ejercicio de prueba (Aritmética llegando hasta las Fracciones ordinarias ó quebrados. Debe entender claramente, sin embargo, que si por cualquier causa hubiere ingresado un alumno (esta ó en cualquiera otra clase de un grado superior al que le corresponda, no pod permanecer en el mismo, á pesar de tener sus certificados y exámenes, y se le pond en clase inferior donde pueda comprender perfectamente lo que estudia. El que ı alumno ingrese en una clase no garantiza su permanencia allí. El sitio únicamen puede asegurarse por la constancia en el trabajo y los adelantos que se hagan en ést Nada hay más desagradable para un alumno que estar obligado á hacer diariamen un trabajo que está más allá de su inteligencia.

Las clases del Segundo y Tercer año se compondrán únicamente de aquellos q tengan certificados que prueben que han hecho su trabajo fielmente en el Primer Ai y en el Segundo de la Escuela Normal. El Diploma de haberse graduado que ha (darse al terminar el Tercer Año en esta Escuela prueba que el portador del misn ha cursado los tres años en la Escuela. Esto tendrá que considerarse como reg general. Sin embargo, puede haber, como excepciones á esta regla, casos no comun donde es evidente que el alumno se halla completamente preparado para comenz su trabajo del Segundo Año. Tales privilegios, sin embargo, unicamente se co cederán después de una cuidadosa investigación.

Períodos de recitación semanal.

[Cada uno 45 minutos.]

	Año Prep., 2 clases.	Año Prim., 2 clases.	Ano Seg., 2 clases.	Año Ter., 1 clase.	Total.	Profesores.
Aritmética			3 3		6	
Algebra			3 3	3	9	
Geometría				3	3	José Janer.
Física			1 1	(1)	2	
Botánica			2 2	(2)	4	
Química				2	2	
					26	
Gramática española	5 5	5 5			20	
Literatura española				2	2	Felipe Janer.
Retórica			2 2		4	
Gobierno civil			1 1		2	
					28	
Historia de los Estados Unidos	3 3	3 3			12	
Historia europea			2 2	(2)	4	
Geografía descriptiva	2 2	2 2			8	Domingo Rubio.
Geografía física			1 1	(1)	2	
Psicología			1 1	(1)	2	
					28	
Pedagogía		2 2			4	
Fisiología		2 2			4	
Ejercicio físico	0 3	0 3	(3)	3	9	Ruth A. Gottlieb.
Aritmética		5 5			10	
					27	
Ejercicio físico	3 0	3 0	3 0	(3)	9	
Aritmética	5 5				10	J. H. A. Smith.
Inglés	5 5				10	
					29	
Inglés		5 5	5 5	5	25	Elizabeth F. Hall.
Economía				1	1	W. G. Todd.
Música	2 2	2 2	3 3	(3)	14	Matilde Nadal.
Dibujo	3 3	1 1	3 (3)	3	14	Francisco Oller.
Total	28 28	30 30	30 30	35		
Agricultura (de 3.30 á 4.30, después de la escuela)					5	F. M. Pennock.

ALUMNOS DE LA ESCUELA NORMAL INSULAR, 1901–2.

SEGUNDO AÑO.

Chandrí y Rodríguez, José, San Juan; Sellés y Solá, Gerado, San Lorenzo; Vasquez y Morales, Lino, Mayaguez; Zeno y Samas, Gustavo, San Juan; Benitez y Flores, María, San Juan; Casellas y Santana, Carmen, San Juan; Calderón y Bedoga, Guadalupe, San Juan; Encarnación y Santana, Inez, Rio Grande; Garriga y Flores, Josefa, Caguas; Infante y Colmenero, María Luisa, San Juan; Martínez y Ros, Joaquina, Rio Piedras; Matienzo y Román, Carlota, San Juan; Nin y Martínez, Juana, San Juan; Serbia y Alonza, Celina, San Juan; Torres y Laborde, Mercedes, Juana Diaz; Trilla y López, Julita, San Juan.

PRIMER AÑO.

Clase A.—Acosta y Calderón, Enrique, Rio Piedras; Bourdony y Rosado, Guillermo, Rio Piedras; Cobián y Rivera, Evaristo, Comerio; Cortés y Reyes, José, Carolina; Chiques y Carrión, Valerio, Caguas; Dacosta y Morales, Enrique, Lajas; Fernández y Ortiz, Ruperto, Humacao; García y Ubarri, Angel, Rio Piedras; García y Graxirena, Antonio, Rio Piedras; González y Kianeo, Manuel, Santurce; Gotay y Almedina, Manuel, Aguas Buenas; Hernández y Castro, Martín, Carolina; Iglecia, Juan Ramón, San Juan; Landrau y Díaz, Julio León, Rio Piedras; Lebron y Soto, José, Fajardo; Marchan y Sicardó, Francisco, Barceloneta; Mariani y Cohnenero, Santiago, Barceloneta; Martínez y Dávila, José, Vega Baja; Martínez y Rodríguez, Ramón, Mayaguez; Míranda y Fajardo, Juan, Juncos; Monclova y Anidel, Manuel, Rio Piedras; Piñero y Rodríguez, Fulgencio, Rio Piedras; Quiñones y Ceballo, Arturo, Rio Piedras; Rivera y Alimodovar, Francisco, Guanica; Rivera y Fuentes, Manuel, Arecibo; Rodríguez y Muñiz, Julio, Barranquitas; Rodríguez y Vasquez, Leopoldo, Rio Grande; Román, Luis, Manati; Rubio y Cuevas, Arturo, Mayaguez; Salcedo y Serrano, Rafael, San Juan.

Clase B.—Amadeo, Aurora, Maunabo; Boscano y Pérez, María Teresa, San Juan; Cacho y Reyes, Carmen, Morovis; Candia y Benítez, María Luisa, San Juan; Carrera, Josefa, Sabana Grande; Collazo y López, Isabel, Fajardo; Descartes y Cabrera, María Luisa, Ponce; Jéminez y Castro, María, San Juan; Iglesia y Navarro, Juana, Trujillo Alto; Janer y Arias, Ana, Rio Piedras; Janer y Arias, Teresa, Rio Piedras; Loubriel y Cueto, Dolores, San Juan; Martínez, María, Yauco; McCormick, Catalina, Rio Piedras; Mendía y Morales, Josefa, Rio Piedras; Montalvo y Duran, Carmen, Comerio; Pión y Ferrer, Blasina, San Juan; Ramos y Soto, Angelina, Caguas; Reyes y Ruiz, Rosa, Rio Piedras; Rivera y Morales, Felicita, Naranjito; Roberts y Rivas, Sara S., San Juan; Rodrígues y Cebollero, María N., Rio Piedras; Rodríguez y González, María, San Juan; Rojas y Negron, Josefa, Barranquitas; Serra y Gelabert, María, Ponce; Tabernas y Collazo, Asunción, Rio Piedras; Todd, Hilda M., Rio Piedras; Zerbi y Zerbi, Natalia, San Juan; Zuazaga y Gimínez, Francisco, Rio Piedras.

AÑO PREPARATORIO.

Arroyo y Lozano, José, Barros; Mendía y Morales, Francisco, Rio Piedras; Rivera y Rivera, Cececilo, Rio Piedras; Soto y Soto, Manuel, Caguas; Diaz y Correas, Isabel, Carolina; Domenech y Acosta, Ursula, San Sebastian; Marguez y Huertas, Trinidad, Guayanilla; Martín y Fernández, Eneri, Arecibo; Molina y Enriquez, Rosa, Toa Alta; Morales y Rosario, Concepción, Rio Piedras; Ramos y Gibollo, Julia, San Juan; Saavedra y Curbelo, María Balbina, Rio Piedras; Santiago y López, María, San Juan.

REPORT ON SAN JUAN HIGH AND GRADED SCHOOL.

The San Juan High and Graded School began the school year of 1901–2 on Monday, September 30, in the "Beneficencia." As last year's pupils had been matriculated the Friday and Saturday preceding, there remained to be enrolled only those who were new, and at the close of the first day's session the register showed a total of 204 pupils. The school closed June 20, 1902, with an enrollment of 195. The whole number of pupils enrolled during the year was 283. Of these, 75 withdrew, 11 were suspended, and 2 were dropped from the roll on acconnt of continued illness.

The number of pupils in the grades did not vary greatly at any time, but the number that entered and left the school seems greater than is warranted even under existent conditions. Many withdrawals are due to the "floating population" of

Americans who are here for short periods only. Then, again, many withdrew when not graded according to their own conception of their qualifications, while still others dropped out on discovering that it required quite as great and persistent effort to perform satisfactory school work as to enter at once on the arduous duties of earning a livelihood. Of this last class, however, there were but few. Besides these, there was a number of pupils who used the high school as preparatory for the teachers' examination in January. As soon as the examination was concluded these students either left for their homes or entered the normal school at Rio Piedras. There remains but one more class of withdrawals to be accounted for. In this are included the students who even begin life with excuses—trivial, of course—as is the nature of such characters, who never can devote themselves to the accomplishment of any one purpose in life. But it is a great pleasure to know that the greater part of the student body has shown the utmost zeal and interest in the work, and the results obtained have been eminently satisfactory to all concerned.

The pupils of the intermediate grades are doing work creditable to the same grades in any city in the United States of the same size as San Juan.

Some of the students in the high school were deficient in some of the common branches, and therefore were compelled to carry on these studies while following the regular high-school course. Political geography, English, grammar, and physiology, which should have been completed in the grammar grade, were studied throughout the entire year of the first year high-school course, and it has been the constant aim during the year to pay special attention to the weak points of the pupils, in order to "round them out" for good, thorough high-school work. Arithmetic, which has been the "stumbling block" for generations, has been taught to every pupil in the high school, the second year English high school excepted. As a result of this, there are pupils in the Spanish high school who are doing creditable work in arithmetic now, who, when they entered the school two years ago, could not write the simplest numbers when dictated to them in their own language. And it is with such preparation as this that our high school has had to contend since its establishment.

Many of the difficulties of last year had been eliminated, so that the very beginning was propitious for all concerned. There has been a better understanding between teachers and pupils, and the feeling that a teacher punishes a pupil for pleasure has entirely disappeared. The pupils have learned that there must be discipline in a school, and, like true soldiers, they are willing to be disciplined when they deserve it. It is only on these conditions that a pupil is allowed to remain in the school.

From the beginning the school was as well supplied with books as could be expected under the circumstances. The greatest difficulty lies in securing suitable books for the Spanish high school. Some of these used last year were more or less defective; for example, Quackenbos's History is very badly arranged, as is also Huxley's Physiology. Then there is a crying need for a more advanced political geography, while we remain entirely without either Latin grammars or Latin lexicons.

The normal school at Rio Piedras relieved us of the greatest burden we had to contend with last year, i. e., a preparatory and training class for teachers.

The removal of the kindergarten to another part of the city was also a material advantage to the school, as the work of this department frequently interfered with the class work in the grades adjoining.

There were several changes and additions to the faculty. Miss Thayer took charge of the first and second primary grades; Mrs. Stirling the intermediate grades; Mr. Van Dyke the A grammar, and Prof. José Janer and Miss Harriman as teachers in the Spanish and English high schools. As there were but few pupils promoted to the third primary grade, those of the first and second primary grades remained in that grade. These, in addition to those promoted from the kindergarten, were too many for one teacher, and Miss Maria Rivera was engaged to assist Miss Thayer.

The attendance of the school has been excellent. Last year the average percentage of attendance was 87. This year it is 95.8, an increase over last year of 8.8 per cent. Only once during the entire term did the percentage fall in any one grade below 90, and that was during the seventh month in the Spanish high school, a period of very heavy rains.

During the year the school held appropriate exercises for Thanksgiving Day, Christmas, Washington's Birthday, Decoration Day, and Flag Day. The exercises for Christmas were held in the theater for the purpose of raising funds for a school library. It was the first entertainment of its kind ever given in San Juan, and, while there were grave doubts as to how it would "take" with the people, it proved a very great success. The generous sum of $122.15 was cleared through the persistent efforts of the pupils canvassing the city prior to the entertainment, the generosity of the mayor giving the theater free of charge, and the same liberality on the part of the electric light company in furnishing the light. The pupils who took part in the programme acquitted themselves creditably, and are deserving of the highest praise, as

are also those who worked so faithfully selling tickets. With the proceeds of this entertainment, and donations from the commissioner of education, teachers, pupils, and friends of the school, we now have a library of 204 well-selected books. The intense interest manifested by the pupils more than repays for the work and effort made to establish the library. On Friday afternoons the pupils are permitted to draw out books to read at home, and a great many eagerly avail themselves of this opportunity. A curious circumstance in this connection is the fact that nearly all books drawn out are history or written on historical subjects.

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The following summary will show the regular class work of the various grades.

FIRST AND SECOND GRADES.

This grade was composed of four divisions, viz: First, what might be termed a "connecting" class, composed of 15 children, the majority of whom were members of the kindergarten last year and who either were not old enough or had not sufficient preparation to do the work in the first primary grade; second, two first-grade classes; third, one second-grade class.

1. CONNECTING CLASS.

Reading.—These children read the entire English chart, 20 pages of the Riverside Primer, and 20 pages of Brumbaugh's First Reader. They understand and can translate into Spanish everything they have read in English.

Writing.—They have learned to write, copying words and sentences from the blackboard, also writing from dictation.

Composition and spelling.—They have done good original work in sentence building, oral and written, also some work in simple story narration and memorizing, and can spell all the English words in their vocabulary.

Number work.—The numbers from 1 to 10 were first taught objectively, which was a step toward counting from 1 to 10. Constant drill was given on the addition and substraction tables of numbers from 1 to 10; also simple practical problems.

FIRST GRADE (B DIVISION).

Reading.—The B division of this grade read and translated 60 pages of the Riverside Primer and 30 pages of Brumbaugh's First Reader.

Writing.—The class learned to write the vertical system very well, to copy sentences and words from the blackboard and from dictation.

Composition and spelling.—They did some work in story telling and reproduction, oral and written, and they can express simple thoughts in English about different objects, using nature study and pictures as a basis for this work. They learned to write their names, to use the capital, comma, period, and interrogation mark; also to recite from memory several simple quotations and verses.

Number work.—Having gained a clear idea of the numbers from 1 to 10, they then learned to count, and this was followed by the combinations of numbers from 1 to 20—first, concretely and then abstractly, and this again by simple examples in addition and subtraction. They were also well drilled in easy practical problems suited to their understanding.

FIRST GRADE (A DIVISION).

Reading.—This section read and translated the Riverside Primer, Brumbaugh's First Reader, and English selections from other books.

Writing.—They used the vertical system with good results.

Composition and spelling.—They worked along the same lines as the B Division, using, of course, a larger vocabulary and memorizing more poetry, quotations, and verses.

Americans who are here for short periods only. Then, again, many withdrew when not graded according to their own conception of their qualifications, while still others dropped out on discovering that it required quite as great and persistent effort to perform satisfactory school work as to enter at once on the arduous duties of earning a livelihood. Of this last class, however, there were but few. Besides these, there was a number of pupils who used the high school as preparatory for the teachers' examination in January. As soon as the examination was concluded these students either left for their homes or entered the normal school at Rio Piedras. There remains but one more class of withdrawals to be accounted for. In this are included the students who even begin life with excuses—trivial, of course—as is the nature of such characters, who never can devote themselves to the accomplishment of any one purpose in life. But it is a great pleasure to know that the greater part of the student body has shown the utmost zeal and interest in the work, and the results obtained have been eminently satisfactory to all concerned.

The pupils of the intermediate grades are doing work creditable to the same grades in any city in the United States of the same size as San Juan.

Some of the students in the high school were deficient in some of the common branches, and therefore were compelled to carry on these studies while following the regular high-school course. Political geography, English, grammar, and physiology, which should have been completed in the grammar grade, were studied throughout the entire year of the first year high-school course, and it has been the constant aim during the year to pay special attention to the weak points of the pupils, in order to "round them out" for good, thorough high-school work. Arithmetic, which has been the "stumbling block" for generations, has been taught to every pupil in the high school, the second year English high school excepted. As a result of this, there are pupils in the Spanish high school who are doing creditable work in arithmetic now, who, when they entered the school two years ago, could not write the simplest numbers when dictated to them in their own language. And it is with such preparation as this that our high school has had to contend since its establishment.

Many of the difficulties of last year had been eliminated, so that the very beginning was propitious for all concerned. There has been a better understanding between teachers and pupils, and the feeling that a teacher punishes a pupil for pleasure has entirely disappeared. The pupils have learned that there must be discipline in a school, and, like true soldiers, they are willing to be disciplined when they deserve it. It is only on these conditions that a pupil is allowed to remain in the school.

From the beginning the school was as well supplied with books as could be expected under the circumstances. The greatest difficulty lies in securing suitable books for the Spanish high school. Some of these used last year were more or less defective; for example, Quackenbos's History is very badly arranged, as is also Huxley's Physiology. Then there is a crying need for a more advanced political geography, while we remain entirely without either Latin grammars or Latin lexicons.

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FIRST GRADE (B DIVISION).

Reading.—The B division of this grade read and translated 60 pages of the Riverside Primer and 30 pages of Brumbaugh's First Reader.

Writing.—The class learned to write the vertical system very well, to copy sentences and words from the blackboard and from dictation.

Composition and spelling.—They did some work in story telling and reproduction, oral and written, and they can express simple thoughts in English about different objects, using nature study and pictures as a basis for this work. They learned to write their names, to use the capital, comma, period, and interrogation mark; also to recite from memory several simple quotations and verses.

Number work.—Having gained a clear idea of the numbers from 1 to 10, they then learned to count, and this was followed by the combinations of numbers from 1 to 20—first, concretely and then abstractly, and this again by simple examples in addition and subtraction. They were also well drilled in easy practical problems suited to their understanding.

FIRST GRADE (A DIVISION).

Reading.—This section read and translated the Riverside Primer, Brumbaugh's First Reader, and English selections from other books.

Writing.—They used the vertical system with good results.

Composition and spelling.—They worked along the same lines as the B Division, using, of course, a larger vocabulary and memorizing more poetry, quotations, and verses.

Number work.—This division learned addition and subtraction of numbers from 1 to 1,000 and the multiplication tables. They know how to multiply with two figures in the multiplier and are well drilled in practical problems.

SECOND GRADE.

Reading.—This grade reviewed Brumbaugh's First Reader, read thoroughly the Second Reader, and also various selections from other books. They can read and translate, at sight, into Spanish what they read in English.

Writing.—Good results were obtained with the vertical system of writing, and they were well drilled in copying and writing from dictation.

Composition and spelling.—They did good work in reproduction and familiarized themselves with punctuation and capitalization. They also had drill in sentence building and story telling. They acquired a good English vocabulary and are able to spell quite difficult words. They memorized the poetical selections given in Brumbaugh's First and Second Readers, also others from various sources.

Number work.—Most satisfactory results have been attained in this subject. The children add and subtract with ease and readiness and can solve even difficult problems involving these operations. They know the multiplication table thoroughly and can multiply by five figures. They have been well drilled in short division and practical examples covering addition, subtraction, multiplication, and division, with the result that they are learning to reason for themselves.

Physical culture.—The children had exercises in breathing, also others peculiarly suited for strengthening the different parts of the body.

Drawing for both grades.—Paper folding and tearing. Drawing of simple objects in the schoolroom, home, etc. Some of these copied from the board, others from memory. Drawing for color effects with colored pencils, such objects as flowers, leaves, etc., also simple outlines of designs for color work.

THIRD GRADE.

Reading.—Brumbaugh's Second Reader, read and reviewed.

Spelling.—Words selected from reading lessons.

Language.—Writing from dictation—changing form of sentences written on board. Drill in declarative, interrogative, exclamatory, and imperative sentences. Simple written descriptions of pictures and objects in original sentences.

Writing.—Two copy books.

General exercises.—On the bones and teeth. Introductory geography lessons.

Arithmetic.—Abstract and concrete work in the fundamental rules. Simple oral work and combinations of numbers.

FOURTH GRADE.

Reading.—Brumbaugh's Third Reader finished. Supplementary reading from Stories of Great Americans.

Spelling.—Words selected from reading lessons.

Language.—Writing from dictation. Changing form of sentences written on the board, continuing the same work done in the third grade.

Writing.—Two copy books.

General exercises.—On the bones and teeth. Introductory geography lessons.

Arithmetic.—Abstract and concrete work in the fundamental rules. United States money. Addition, subtraction, and multiplication of decimal fractions to thousandths. The idea of common fractions. Improper fractions to mixed numbers, and vice versa. Fractions to lowest terms. Multiplying a fraction by multiplying the numerator, and dividing by dividing the numerator.

THIRD AND FOURTH GRADES.

Drawing.—Drawing from objects, study of type models and objects resembling them. Illustrative blackboard work. Simple designing and drawing from nature, beginning with water-color work. Drawing from memory and imagination.

INTERMEDIATE GRADE.

A DIVISION.

Arithmetic.—Learned factoring, greatest common divisor, least common multiple, bills and accounts, cancellation, and fractions as far as denominate numbers. Thorough review of previous work.

B DIVISION.

This section did the same work as the A Division, except that it did not complete the subject of fractions, giving only as far as reduction of complex fractions, page 115. There was constant review of work already passed over. The children of both classes were thoroughly drilled in all kinds of practical problems and have experimented in making problems for themselves.

History.—Both divisions commenced the study of Barnes's History of the United States and studied and reviewed as far as the Civil War, page 171. In connection with this work they studied the geography of the theater of war operations, locating places, following lines of march, etc. Besides this, to make the subject-matter more interesting, the teacher read historical sketches relating to the particular events under consideration. The children were also kept posted on important current events.

Geography.—Both divisions studied and reviewed from the beginning of the Natural Elementary Geography as far as Eurasia. Historical events connected with the different places were taught or interesting sketches read or told to the children. They also learned the general geography of Porto Rico and drew maps of the island, as well as maps of North and South America.

Grammar.—Welsh's First Lessons in English Grammar and Composition was studied and reviewed by both classes from the first to the seventieth lessons, page 106. Special attention was given to construction of sentences, writing short compositions and letters.

Reading.—Both divisions read Brumbaugh's Third Reader.

Spelling.—Both classes learned to spell the names of familiar objects, words from songs, and from the reader. They also had considerable practice in dictation.

Physiology.—Oral lessons, paying special attention to hygiene.

Nature study.—Talks on animal and plant life, more specially the former. The appearance and habits of familiar animals and birds were studied and the children were encouraged to describe what they had learned from their own observation.

Drawing.—The same drawing as the third and fourth grades continued and developed, drawing of original designs, and designs from dictation. Water colors were used to study color combinations. A beginning of the study of pictures was made; also attempt at drawing from life; simple perspective.

B GRAMMAR GRADE.

Geography.—Redway and Hinman's Natural Advanced Geography, 91 pages, including the earth as a whole; North America and the United States.

Arithmetic.—Brooks's Elementary Arithmetic. Review from the beginning as far as denominate numbers, 162 pages.

Grammar.—Welsh's First Lessons in English Grammar. The entire book with careful reviewing. Much outside and supplementary work in grammar, English, and composition.

Physiology.—Cutter's physiology. The entire book, with monthly reviews.

Mental arithmetic.—Brooks's Mental Arithmetic, 88 pages. Three times a week, through fractions to denominate numbers.

History.—Barnes's Primary History of the United States. The book was completed and very carefully reviewed with much outside reading and outline work.

Reading.—Brumbaugh's Fourth Reader. The entire book, lacking about 250 pages. Recitations three times a week. Much explanation necessary.

Spelling.—Three times a week in connection with reading. Words chosen from all studies.

Writing.—Three times a week in Standard Vertical copy books, Nos. 3 and 4.

Drawing.—Same as A grammar grade.

A GRAMMAR GRADE.

Physiology.—The class made a thorough study of the entire book—Cutter's Physiology—which was also reviewed and supplemented by Steele's, Hewes's, and other books of recognized merit.

Geography.—The Natural Advanced Geography was studied in too much haste. The commercial status of the different countries was noted and some attention was given to map drawing, with very satisfactory results. The geography of Asia was studied from Carpenter's Geographical Reader only.

Mental arithmetic.—The class mastered the first four sections of Brooks's Mental Arithmetic. Very close attention was given to secure logical reasoning and accuracy of statement in solving problems.

Arithmetic.—The class studied thoroughly Brooks's Elementary Written Arithmetic as far as "Practical measurements." This work was supplemented by Brooks's and Wentworth's advanced arithmetics, the class always passing a creditable examination in each subject studied before proceeding to the next.

History.—Studied Barnes's History and read a great deal of supplementary matter—studying the subject rather than any text. Fiske, McMasters, and Channing were almost constantly in the hands of the pupils.

Reading.—Oral reading three times a week and spelling occasionally. Besides Brumbaugh's Fourth Reader, which was the recognized text, we used Carpenter's Geographical Readers, and many standard newspapers and magazines. Constant and close attention was given to enunciation and pronunciation, which is the great difficulty that children encounter, studying a foreign language.

Writing.—Three times a week, using Sewer's Standard Vertical copy books. No. 4.

Drawing.—A and B Grammar grades. Several kinds of type models studied, with shading, similar objects used as models, designing and drawing of borders, dictated and original. Water-color work of more difficult kind. Drawing from nature, flowers, leaves, etc., with shading. Drawing from memory and imagination.

ENGLISH HIGH SCHOOL.

FIRST YEAR.

Literature.—The class read some of the choicest selections from Brumbaugh's Fifth Reader, and then took up the Last of the Mohicans, in the study of which stress was laid on the meaning and use of words, rather than the style of expression. Some of the finest passages were recast by the pupils. Welsh's Practical English Grammar was reviewed and completed, One written composition every week was exacted from each pupil, teaching correct form, consecutiveness of thought, as well as natural and clear expression.

Forty-five lessons of Smiley and Stuke's Beginning Latin were thoroughly studied. In Spanish the American pupils read selections from El Moderno, and had some exercises in conversation, while the Porto Rican pupils of the same class, and those of the Americans well advanced, began the study of Smith's Spanish Grammar.

Mathematics.—Brooks's Normal Standard Arithmetic completed. In algebra, the four fundamental processes were taught and thoroughly understood, also factoring, greatest common divisor, least common multiple, fractions and simple equations to page 106.

Sciences.—The class completed Redway and Hinnan's Advanced Geography. Owing to lack of early training, the work of this class was not as satisfactory or as thorough as might be expected from high-school pupils. Most attention was paid to the Western Hemisphere, while nothing more was attempted in the Eastern Hemisphere than learning the important places and their location. The first eight chapters of Steele's Physiology were studied, but with no degree of satisfaction in the results obtained.

The class completed Barnes's United States History.

Drawing.—Study of groups of type models, with light and shade, and more advanced designing. Drawing of modern designing of flowers, etc., for book covers, also in colors; several different kinds of water-color work; painting of leaves, fruits, flowers, etc.; drawing from memory and imagination; perspective; drawing from various kinds of vases, jars, etc.; sketching from life.

SECOND YEAR.

Literature.—Interpretive study with questions and explanations of the Vision of Sir Launfal, Merchant of Venice, and part of The Princess, with a review and criticism of each classic composition. Work in constructive English and separate elements in writing. Visualization, characterization, work tending toward the short story. Rhetoric, Hart's Composition and Rhetoric, 114 pages.

Latin.—The first book of Cæsar, paying especial attention to the construction with a general review of declensions and conjugations.

Spanish.—Same as first-year students.

Mathematics.—Algebra, as far as quadratic equations, containing two unknown quantities. Geometry, the first three books of plane geometry.

Science.—Houston's Physical Geography has been studied as far as the "Distribution of the human race." Special attention was given to the natural phenomena with which the pupils are in every-day contact, such as causes of tides, direction of winds, etc. In addition to the text-book, it was necessary to supplement the work

LAS MARIAS RURAL SCHOOL.

of the class with Davis's and Buller's geographies, and the American Encyclopedia. A change of text-book is one of the pressing necessities, as this geography is incomplete and antiquated.

History.—Completed Barnes's History of Rome, Mediæval History, and began Modern History.

Drawing.—Same as first-year students.

Owing to insufficient preparation on the part of nearly all the pupils of the high school it was necessary for them to carry more studies than they could do justice to. Next year, pupils in the first-year English high school will not be required to continue political geography and English grammar, and their time may be profitably devoted to the studies of the course.

As years go by the standard can be raised, and it is to be hoped that the studies will not be increased, but rather diminished so that the pupils may gain a complete mastery of their work.

The pupils of the high school have worked hard, and, in spite of the overcrowded programme, the results have been eminently satisfactory.

SPANISH HIGH SCHOOL.

FIRST YEAR.

Grammar.—This class has studied throughout the year Smith's Spanish Grammar, including syntax and oral analysis, paying special attention to composition and reproduction. They are now ready to take up the study of literature, and, in connection with this, it seems advisable that they should continue the study of a more advanced text-book on Spanish grammar. There is also a need for standard Spanish literature suitable for this class.

Latin.—The first forty-five lessons in Smiley and Storke's Beginning Latin have been covered. The pupils are Spanish and the book is in English, so it was necessary to translate all vocabularies and rules for the pupils. Still, notwithstanding this drawback, they did very good work. Constant drill was given in declension of nouns and adjectives, comparison of adjectives and conjugations, as much as covered in the book in forty-five lessons.

English.—Brumbaugh's Second Reader was used for the first six months. All the selections were read with the exception of some poetry beyond the pupil's comprehension. Twice a week lessons in English grammar were given, all definitions, rules, etc., being recited in English. The reading lessons were made the basis of conversation and even written productions of these were attempted. Since the Easter vacation this class read the Merchant of Venice, and Romeo and Juliet from Lamb's Tales from Shakespeare.

Mathematics.—A thorough drill was given in arithmetic, including the fundamental operations, common and decimal fractions, percentage, and proportion, using Wentworth's Aritmética Práctica as a text-book. In algebra Fisher and Schwatt's Rudiments of Algebra was completed as far as simple equations. These pupils are now receiving for the first time a thorough drill in mathematics, and considering the lack of early training, they grasp the subject as well as might be expected.

Sciences.—Owing to the lack of a suitable text-book in physiology, the progress of the class has been retarded considerably. However, the pupils know the main functions of life and with a suitable text-book in use next year will be able to complete the subject.

In geography the class completed the study of Frey's Geografío Elemental, paying especial attention to the study of the United States of America.

History.—The history of the United States was completed. Quackenbos was used as a text-book as far as the civil war, and Nociones substituted for the remainder.

Drawing.—Study of lines, angles, etc. Type models. The cube prism and cylinder studied; similar objects used as models with light shading. Drawing from fruits, flowers, etc., some attempts at water colors; simple perspective.

SECOND YEAR.

Literature.—Rhetoric was studied from Retórica y Poética. The second part of the book, discussing poetry, will be taken up next year and here, again, another great need will be felt, that of Spanish classics for critical reading.

Latin.—In this subject it was necessary to make two divisions in the class—a beginning class, and one reading Cæsar. The beginners' class accomplished about the same amount of work as the first-year class with the addition of reading the Conlogna at the end of the book.

The advanced division read and reviewed the first book of Cæsar with constant drill in declensions and conjugations.

English.—Selections from Brumbaugh's and Walton's Stories of Pennsylvania and Standard Fourth Reader, together with the study of Welsh's First Lessons in Language.

Mathematics.—It was found necessary to continue the subject of arithmetic in this class also, and the Aritmética Práctica was used throughout the entire term. Those of the pupils who had a thorough understanding of the subject and were able to pass successful examinations were promoted to the third year of the course, while the others were forced to remain and repeat the work of the second year. Under no circumstances can this study be carried into the third year of a high school course.

Algerbra.—As much of this subject as is contained in Fisher and Schwatt's Secondary Algebra has been completed very satisfactorily.

Geometry.—The subject of plane geometry completed.

Science.—Physiology.—This subject was studied mainly from notes supplied by the teacher.

Geography.—Appleton's Physical Geography completed. Most of these pupils have studied this subject for two years.

History.—History of the United States completed, using same text-book as in the first year. El Gobierno de los Estados Unidos completed.

Drawing was not taught to this class. As so many studies, in addition to the regular course of the second year, had to be taken up and completed, the pupils had no time to devote to drawing.

SLOYD.

Pupils from the intermediate grade and A and B grammar grades have taken courses in sloyd, nearly all having studied grammar grade work. A few of the youngest have a complete course in primary grade work and have been promoted to the higher course.

And now, after a cursory review of the years's work, a word as to the outlook for the future. As was noted before, pupils were admitted to the high school without sufficient preparation, making it necessary for them to carry some grammar grade studies in addition to the regular course of the high school. This made the work of the year burdensome for the pupils, and as a result, there was no remarkably fine work done in any department. Next year pupils will not be admitted into the high school under such conditions as previously, and we hope for better results.

Last year the department of education had not arranged a course of study for the high school, and the pupils were given studies which, in some cases, were far beyond their ability to grasp. This was true especially in the science department, where pupils were studying biology who had scant knowledge of elementary geography and physiology. As this department was already established and equipped before I was appointed principal, and as it seemed best to the commissioner to continue this work, there remained no other alternative than to acquiesce, even though I felt at the time it was a serious mistake. This year, however, we have taken up the more elementary sciences of geography, physiology, and physical greography, and with a good rudimentary knowledge of these the pupils are now ready to study phyisics. It remains for the honorable commissioner to equip the school with sufficient apparatus for the work. At present the material equipment consists of a text-book.

Latin was not taught in the high school last year—French being substituted. This year, when we were prepared to teach Latin to that class, it was discovered that some of the pupils who had formerly attended the "instituto" were prepared to read Cæsar, while others in the same class had to begin the study of Latin. If these latter wish to enter the third-year class next September, they must study during the summer and take an examination in Cæsar when school opens.

It can be readily seen that the school has not been as closely graded as it should be, but that is one of the objects held steadily in view and to which we are gradually tending. Then, too, the course of study should be made to suit conditions, and with the idea kept constantly in mind that the majority of the pupils are studying in a foreign language. This is especially true of the grades where there are so few American children. It will be much better for the pupils to be well grounded in a few subjects than to have a scattering knowledge of many. "A little, and that well done" is an excellent motto in the observance of which no foundation can be laid for desultory habits in after life.

Many pupils who had the opportunity of going to the United States to continue their studies have decided to remain in the high school to finish their course there first. This is as it should be, and is gratifying to the teachers, as well as complimentary.

Again, there are many high school pupils who intend to enter the normal school for the purpose of becoming teachers. In order that such as these may lose no time

in making the change from school to school, the courses of study of both schools should be so adjusted that, having finished the first and second years at the high school, they might enter the succeeding year at the normal school. It appears to me of paramount importance to the school to have the training of the children from the very beginning. On very slight consideration of the subject this will appear to be a most reasonable proposition, and yet we are not able to carry this into effect for lack of accommodations. Last year the necessity for a second grade, separate and distinct from the first grade, was urged upon the commissioner, with the result that the first-grade teacher was given an assistant. That helped somewhat, but did not correct the overcrowded school nor the conditions existent in such a state of affairs. Again, in this report I beg to bring to your notice the insistent demands for admittance that we are not able to meet, much to our sorrow. Last September more than a hundred children were refused admittance. It was even pitiful to see the parents struggling for precedence in the waiting line, so eager were they to place their children in a school where they would learn English. At times the line became almost a mob, each parent pleading his own cause in a voice louder than his neighbor and recounting the special reasons why he should be considered next. Even at this date, just before the close of the school year, parents come to have their children enrolled in the classes for which they are fitted, in order that they may be considered members of the school for next year. This condition of affairs, while a gratifying testimonial to our work in San Juan, ought not to exist. The means for at least primary education should be not only adequate, but abundant, and there should be accommodations in the San Juan high and graded school for every child who seeks admission.

This year the pupils developed an esprit du corps never before understood in San Juan. They have been loyal and true to the school, its obligations and its demands, and they have taken their teachers into their confidence as friends and advisers. Such a condition of affairs is due solely to the magnificent work of these noble teachers, who have the success of the San Juan High and Graded School at heart and labor unremittingly to attain it. This and the kindly support of the commissioner of education, who has shown himself interested, not only in practical educational problems, but also in the pupils personally—to all these, commissioner and teachers, I am deeply grateful. I now take occasion to thank them—the latter for their loyalty and cooperation, and the former for the kindness and courtesy so often evidenced during this, the most successful year in the educational history of Porto Rico.

Respectfully submitted.

OLIVER B. KERN, *Principal.*

Dr. SAMUEL MCCUNE LINDSAY,
Commissioner of Education of Porto Rico.

COURSE OF STUDY IN PUBLIC SCHOOLS OF PORTO RICO.

OUTLINE OF EIGHT YEARS' WORK IN EIGHT GRADES.

[Revised October 1, 1902.]

Subjects:

I. Language: (*a*) Reading, (*b*) writing, (*c*) composition and spelling, (*d*) memory work. All language work to be given in both Spanish and English.

II. Number work.

III. Nature study and elementary science.

IV. History and biography.

V. Art.

FIRST GRADE.

I. (*a*) Words and sentences from blackboard. Sentences from chart and reader, with definite drill in phonetic elements and words. Reading from chart and primer, with frequent changes in text, using at least three different sets of readers. Insisting upon a clear understanding of the thought, which means a comprehension of the meaning of the word and its relations, before the sentence is read. Attention to bodily conditions in reading—pose, voice, etc.—and to pronunciation, articulation, and inflection.

(*b*) Copying words from blackboard and from slips provided. Here forms, single letters, and letters combined in words insisted upon, following the vertical or medial slant system, using no ink; writing with pencil on paper rather than on slate.

(*c*) Oral telling of stories by the teacher, to be repeated by the child. Reading of stories to the children, to be repeated by the child orally. Copying words and sentences. Writing of simple words from dictation. Teaching pupils to write their

name and to use the simple punctuation marks and capital letters, noting especially the correct orthography of each word, but not teaching spelling as a separate class exercise. Allow the child great freedom in the expression of its own thought.

(*d*) Memorizing and reciting short, simple literary quotations, at least two lines a day, teaching the entire piece, as a rule. Select the best things from the reading books furnished.

II. Combinations of numbers to 10, using concrete objects; teaching orally. Begin simple fractional elements, as one-half, one-fourth, one-third, etc., putting these simple numeral elements before the child's eye in figures gradually, and complete the number concept in each case with appropriate oral stories, allowing the child himself to form the stories, if possible, and perform the operation in the concrete as the story progresses. Gradually lessen the use of objects, teaching the child early to think of the number independent of the things. Teach simple relative values of pint, quart, inch, yard, penny, dime, etc. Compare various objects as to size, developing concept of surface and content. Give abundant drill and ample illustration.

III. Recognition of common plants, trees, their uses, their relation to man. Recognition of common animals, their uses and relation to man. Recognition of common rocks, their uses and relation to man. Hints as to their distribution. Simple discussion of the parts of the human body, movement, use, care of each. Simple elements of hygiene, as care of teeth, hair, eyes, face. Hygienic conditions in general. Suitable stories and selections illustrative of travel. The habits and haunts of birds, animals, fishes, etc. Descriptions of scenery and such other matters as will lay the foundation for an appreciation of nature. Familiarity with the four cardinal points of the compass and ideas of location.

IV. Selected stories suited to the capacity of the child and to the season, making it subordinate to Group III, including fairy stories and such general bits of historic incident as relate to historic characters.

V. Free-hand drawing work from memory and imagination. Paper folding, rote songs, breathing, and exercises; study of pictures, using results in language; drill in blackboard drawing, and drawing from nature study, using colored crayons, with such additional elements as the teacher of drawing may order.

SECOND GRADE.

I. (*a*) Readings from several first readers. Phonetic drill continued. Introduction of second reader as early as possible in the year. Abundant reading at sight.

(*b*) Copying and writing from dictation. Practice upon forms of single letters. Copying from dictation with pen and ink.

(*c*) Reproduction exercises. Drill on common abbreviations, punctuation, and capitalization. Spelling of words having the same sound and different orthography, or different sound and the same orthography.

(*d*) Memory work reviewed and continued. Selections from the readers in use.

II. Numbers from 1 to 50, developing multiplication tables and simple elements of partition and division. Application of weights and measures. Simple fractional parts. Considerable oral work, and daily exercises in mental arithmetic.

III. Observations of habits of animals. Development of plant from seed to fruit. Growing plants, if possible, in the room. Observe each stage of their development. Useful animal productions, especially parts used for food and clothing. Use of seeds to man. Forms of water. Direction and distance of winds. Judgment of distance. Knowledge of local food and animal products. Continuation of hygienic lessons on the skin, use of the bones, effect of narcotics and stimulants. Lessons on eating, drinking, breathing, sleeping, healthful foods and drinks. Use of the muscles. Kinds and time for exercise. Value of sleep.

IV. Continuation of and completing of reading of stories and fables, keeping in mind the related work in Group III.

V. Continuation of free-hand drawing, with objects, such as trees and animals. Study of pictures for story. Paper folding and paper cutting. Simple elements of definite drawing of lines, straight and curved.

THIRD GRADE.

I. (*a*) Different portions of several Second Readers. Supplementary reader. Introduction of third reader.

(*b*) Copying and writing from dictation with ink.

(*c*) Frequent composition exercises, with increased attention to form and correctness. Attention to choice of words, forms of words, also to clearness and originality. Discussion of right form of sentence for the expression of thought.

(*d*) Memory work continued. Entire selections memorized.

II. Addition and subtraction, with and without objects. Multiplication and division clearly developed. Application of familiar weights and measures. Fractional parts especially emphasized. Original problems submitted and worked. Comparison of objects with respect to mathematical proportions. Measurement of familiar distances and surfaces. Proper application of the same.

III. Discussion of the qualities of objects. Adaptation of animals and plants to their environment. Discussion of changing length of day and night and varying temperature. Life history of familiar plants. Detailed study of some drainage system, developing concepts of valley, hill, slope, watershed, plain, etc. Discussion of erosive action of water, soil formation, water, record map of town, study of neighborhood, fixing points on the compass. Flesh-making and heat-giving foods. Wholesome and unwholesome drink and foods. Simple lessons on digestion and circulation of blood. Care of parts of the body, developing especially the moral value of cleanliness, neatness, tidiness, etc. Introduce elementary notions of the geography of Porto Rico without use of text-book.

IV. Classical myths and stories, Bible stories, building in the mind, steadily, ideals of what life ought to be. Simple elements of civic life. Reason for law, for legal restraints. Duties to one's country, significance of a flag.

V. Rote songs continued, and, if possible, simple musical elements. Illustrative drawing. Harmonious arrangement of colors in paper folding and paper cutting. Beginnings of simple design.

FOURTH GRADE.

I. (*a*) Complete Third Reader. Extend reading of supplementary matter. Reading of entire books assigned by the teacher.

(*b*) Specific instructions to pupils who have not learned to form letters well.

(*c*) Abundant composition and dictation exercises, noting now especially the development of a style which shall be simple, clear, and in harmony with the character of the thought of the child. Reporting in writing the substance of the books read. Engaging in conversation for the purpose of developing a fluent oral style.

(*d*) Memory work continued.

II. Knowledge of larger quantities, say to 1,000, or perhaps more. Thorough mastery of the fundamental processes. Drill on fractions to twelfths. Teach elements of decimal system, especially as illustrated in the use of United States money. Simple business transactions. Common weights and measures. Areas of simple geometric magnitudes.

III. Study of the development of animal life and of typical plants. Develop the significance of pebbles, sand, and rocks. Effect of heat on water and air. Effect of heat, water, and air on rocks, animals, and plants. Movements of the sun and moon. Some attention to star groups and their recognition. Lessons on natural divisions of land and water. Map interpretation—use globe. Analyses of Porto Rico, then of North America. Special lessons on climate. Point out salient geographical features of the United States. The anatomy of the human body, dwelling especially on the bones and muscles, joints, ligaments, and cartilage. Effects of narcotics and stimulants.

IV. Stories from pioneer life, especially in Porto Rico and the United States. Stories of famous persons, like Marco Polo, Columbus, Washington, John Smith, Raleigh, Ponce de Leon, Lincoln, Franklin, Lafayette, Fulton, Morse, Grant, etc.

V. Sketching from nature or objects. Analyses of leaves and flowers for color. Study of famous paintings for knowledge of color, outline, form, etc. Analyses of mass pictures. Study of tints and shades of one color. Development of floral and other designs. Drawing with the ruler, followed by copying if necessary to fix concept. Subdivision of designs. Rote singing continued, with some attention to the building of musical system and use of notes, rests, accents, etc., remembering always that the language work and the number work, together with the manual dexterity that grows from simple art elements, form the basis and core of any system of instruction, and that the emphasis of early work must always rest upon these fundamental elements, and that all nature study, all history and geography, and all other supplementary matter has value only as they contribute to the intensifying of these fundamental parts of the curriculum; and of these fundamentals first and most important of all is the language work.

FIFTH GRADE.

I. (*a*) Reading from the Fourth Reader, with special attention to the character of the literature and an interpretation of the thought, making the study both informational and cultural in its character.

(*b*) Gradually lessen the instruction in writing, but insist that composition and other work done by the pupils shall be their best efforts.

(*c*) Composition exercises covering the scope of the reading, paying attention to the figures of speech, different forms of sentences, correct punctuation and capitalization, and the right use of words.

(*d*) Memory work continued.

II. Drill in fractions, including all the fundamental processes and problems in common weights and measures, and simple business forms. Instruction on plane figures. Rules for surface of cube, prism, and square pyramid. Decimal system.

III. Plant analyses continued, emphasizing roots and stems. Study of the form, leaves, and bark of trees. Influence of the sun in producing the seasons, and day and night. Relation of insects to man as useful or injurious. Countries of North America, dwelling especially on mountain ranges and watersheds. Special lessons on soil. Study of the West Indies, Central and South America. Special lessons on climate and productions. The structure, kinds, and uses of the muscles. Study of the skin, hair, and nails. Effects of bathing and clothing, stimulants and narcotics. Supplementary reading, bearing on natural history, geography, and physiology.

IV. Reading relating to explorations and discoveries in North America and South America. Study of American colonial life and Porto Rican life, touching upon the Indians and the white man's struggle for occupation.

V. Free-hand drawing, simple plant, fruit, and geometric objects. Study of color. Study of famous paintings.

SIXTH GRADE.

I. Continuation of the work in language of the year before, following substantially the same general plan, and finishing the reading of the Fourth Reader.

II. Metric system, percentage in its simplest applications. Simple problems in denominate numbers, computations of solid contents of simple magnitudes. Measurements of surface, business problems.

III. Study of vegetation in Porto Rico, dispersion of seeds. Effect of heat and gravity on water and air. Study of bird life and its dispersion. Simple laws of heat. Review the United States and Porto Rico geographically Study the British Isles, Germany, France, and Spain. Lessons on Cuba, the Philippine Islands, on winds and ocean currents. The structure of the muscles and skin. The growth, waste, and renewal of the body. Simple laws of digestion, circulation of the blood, and the relation of the blood to health. Effect of alcohol in the digestion and the circulation. Suitable supplementary reading in harmony with the work of the year.

IV. In United States history, the period of colonization and of the Revolutionary war. Stories in connection with the history of Great Britain, Germany, France, Spain, Cuba, the Philippines, and other countries important to the pupils.

V. Drawing of plants and common objects. Analyses of leaves and flowers for color scheme. Study of famous paintings, using the results as language and history material. Accurate drawings of simple rectangular objects and the applications in appropriate material.

SEVENTH GRADE.

I. The formal study of the sentence, parts of speech, phrases, clauses, analyses of sentences, and special attention to English conversation.

II. Applications of percentage to insurance, interest, commission, taxes, etc. Business transactions and accounts. Thorough study of inclosed and solid contents of cylinder, pyramid, and cone.

III. Study of grasses and grains. Typical marine animals. Some plant family, as the rose. General review of North America. Study of Asia and Africa, noting especially colonies and dependencies, with special lessons upon productions and government. Study of coal, its distribution and uses. The composition and purity of air, organs of respiration, including ventilation, disinfectants, exercise, and clothing, vocal organs and their functions, effects of stimulants and narcotics.

IV. Special attention to United States history from 1783 to the civil war, dwelling especially upon the personalities of the characters rather than the administrative problems. Reading from early history of England. Study of the local government officials, by whom chosen, duties, etc. Study of insular government. Study government and United States Government to fix simple civic processes clearly in the mind.

V. Drawing continued in harmony with the work of the year before. Music and calisthenics.

EIGHTH GRADE.

I. Study of literature: The reading of pedagogical selections and general survey of the field of English and Spanish literary development, dwelling especially upon the authors that have touched the life of Porto Rico. Study of the English language continued, including remaining parts of speech. Rules of syntax; analysis of sentences; special attention to English conversation.

II. Drill on definitions, rules, and formulas in arithmetic. Problems and theories relating to angles and lines. Simple accounts; special attention to business forms.

III. Study of poisonous plants and trees. Elementary lessons on light, sun, and electricity. Comparative study of climate, winds, and state of society. The nervous system. Organs of the special senses. Effects of narcotics and stimulants upon the nerves. Appropriate reading relating to the above topics.

IV. Study of recent United States history, beginning with the civil war and studying current events. History of Porto Rico to the present time. Reading of English history of the eighteenth and nineteenth centuries. Principles of State government; special attention to the Constitution of the United States. Object of laws and duties of citizens and of officials. Rights and duties of nations, war and arbitration.

V. Drawing in any medium of common objects. Analyses of beautifully colored nature objects for color scheme. Study of buildings and their influence. Simple perspective. Study of historic ornament and complementary groups of colors. Continuation of industrial drawing and processes. Drill in music and calisthenics.

It is understood that this is a mere outline to be followed in the main. That in the primary school, the first year, at least 40 per cent of the entire time should be devoted to Group I, 25 per cent to Group V, 12 per cent to Group II and to Group III, and the remainder of the time to Group IV. Continuing in this way until the third year, gradually lessen the time to Group I and Group V, increasing the time in Groups II, III, and IV, in the order named, and in the fifth year giving 35 per cent of the time to Group I, 20 per cent to Group V, 15 per cent to Group II, 20 per cent to Group III, and the remainder of the time to Group IV. Carrying this general relation throughout the sixth, seventh, and eighth years, never sacrificing the language work to any other feature of the course. It is understood, further, that in the rural schools the less essential parts of the course may be omitted, but in the graded schools, so far as possible, the entire course of study should be undertaken with such modifications and omissions as may be made absolutely necessary by local conditions, and which shall be made only by the advice and consent of the supervisor of the district and the principal of the school. Do not allow pupils to enter a higher grade than the one in which they can do the work satisfactorily. It is always easy to promote a child, but always difficult to reduce his grade; it is better to put them in the next lower grade than in the one next higher. It is not so much a question of what grade a pupil is in as it is a question as to what kind of work the pupil does in the grade. The teacher should under all circumstances equip herself in all the different groups of studies here provided for. It is further recommended, and even urged, that in each school there shall be collected a cabinet of appropriate objects for the proper presentation of these lessons. These objects may be gathered by the children and teacher in the neighborhood, or purchased by the board of education, or made by the children themselves under the direction of the teacher. It is a poor school that does not, through its own resources, provide at least some equipment to do object teaching. The real test of good teaching is to be found in the power of the child to think clearly and to express his thoughts in language, both oral and written, and no lesson should be considered well taught until the child has acquired the ability to give an intelligent report of his knowledge of that lesson. Remember that it takes time to develop mental power, and that very moderate progress with work well done is better than haste attended by superficial knowledge.

Beyond all courses of study, and more important than any part or parts of the same, is the power and life of a noble teacher, impressing upon the children from day to day the simple lessons of Christian manliness and womanliness, earnest devotion to country and home, and that series of civic, social, and moral virtues which in the aggregate make up a noble character. The end of all true teaching is right living.

COURSE OF STUDY FOR HIGH-SCHOOL GRADES.

NINTH GRADE.

I. Literature: The reading of the Standard Fifth Reader and supplemental works on English literature. English grammar, including etymology and syntax, especially the oral analysis of sentences rather than any system of diagrams. Review of Spanish grammar and syntax. Begin Latin. (Fifteen periods a week.)

II. Mathematics: A thorough drill in arithmetic, including especially percentage and its applications, to be followed with problems growing out of all the subjects covered during the seventh and eighth grades. Algebra: Beginning with the subject and extending through the fundamental processes, factoring, and simple equations. Applications of arithmetic to business accounts. (Ten periods a week.)

III. Complete political geography, with special attention to the Far East, Russia, and South Africa, and include physical and commercial geography. (Five periods a week.)

IV. Greek and Roman history: The general study of history, special stress to be laid upon the laws and duties of citizens and officials of nations, together with the bearing of ancient history upon modern times. (Three periods a week.)

V. Drawing from object. Study of historic drawing. Simple architectural drawing. Drill in music and calisthenics. (Four periods a week.)

TENTH GRADE.

I. English classics. Latin, Cæsar. Spanish composition and rhetoric. (Fifteen periods a week.)

II. Algebra (continued). Plane geometry. (Ten periods a week.)

III. Physics. (Five periods a week.)

IV. United States civil government: Special attention to Constitution of the United States and organic act of Porto Rico. (Three periods a week.)

V. Drawing, music, and calisthenics. (Four periods a week.)

ELEVENTH GRADE.

I. English classics. Latin, Virgil. Spanish literature or begin French. (Fifteen periods a week.)

II. Geometry: Review plane and begin solid. (Five periods a week.)

III. Physics. Chemistry. (Ten periods a week.)

IV. Medieval and modern European history. (Three periods a week.)

V. Mechanical drawing, music, calisthenics. (Four periods a week.)

TWELFTH GRADE.

I. (*a*) English literature and composition. (*b*) Latin, Cicero. (*c*) Spanish, French, German, or Greek. (Fifteen periods a week.)

II. Solid geometry. Review arithmetic and algebra. (Ten periods a week.)

III. Chemistry. Biology. (Five periods a week.)

IV. United States and English constitutional history. (Five periods a week.)

QUESTIONS IN PUBLIC EXAMINATION FOR TEACHERS.

[September, 1902.]

ARITMÉTICA—RURALES.

1. Defina: (*a*) Quebrado, (*b*) quebrado simple, (*c*) numerador, (*d*) denominador.
2. Hállese el valor de:

$$(a)\quad \frac{3}{10} \div \left(\frac{2}{5} \times 2\frac{1}{4} \times 1\frac{5}{7}\right)$$

$$(b)\quad 12 - \frac{1}{11} + 8\frac{3}{4} - 15\frac{1}{2}.$$

3. Dígase cuál es el mayor y el menor de los quebrados:

$$\frac{13}{15},\ \frac{25}{27},\ \frac{9}{10} \text{ y } \frac{2}{3}.$$

4. Un comerciante vendió por $350 un piano que le costó $280. ¿Cuál fue la ganancia y cuál el por ciento de ganancia?
5. Hállese el número de segundos que tuvo el mes de Julio.
6. Defina: (*a*) Interés, (*b*) un pagaré, (*c*) descuento bancario.
7. (*a*) ¿Cómo se reduce un decimal á quebrado común? Dé ejemplo.
   (*b*) ¿Cómo se reduce un quebrédo común á decimal? Ejemplo.
8. Un agente compra una factura de 89,500 libras de café á 16 centavos, con 8 por *ciento de descuento* por pago al contado. ¿Cuál es su comisión al 2 por ciento?

ESPAÑOL—RURALES.

1. Ponga un ejemplo de cada punto de los que siguen: (*a*) Sílaba con una articulación directa y otra inversa, (*b*) Consonante doble, (*c*) Dos letras homorgánicas, (*d*) Palabra con dos diptongos, (*e*) Palabra grave acentuada.
2. Determine las clases de oraciones contenidas en los siguientes versos:

"Calma un momento tus soberbias ondas,
Océano immortal, y no á mi acento
Con eco turbulento
Desde tu seno líquido respondas."

3. Escriba tres oraciones complejas con cláusulas sustantivas, adjetivas y adverbiales, respectivamente.
4. Construcción de los verbos ser y estar. Diferencias entre ambos.
5. Analice las palabras de la siguiente oración: "En los principios de la más estricta moral, y no en el egoísmo, deben fundar los pueblos su grandeza."
6. Diga los siguientes tiempos y formas verbales:
   (1) 1ª persona singular pretérito imperfecto subjuntivo del verbo *reducir*.
   (2) 1ª persona singular pretérito imperfecto subjuntivo del verbo *elegir*.
   (3) 1ª persona singular presente subjuntivo del verbo *haber*.
   (4) 1ª persona singular presente subjuntivo del verbo *huir*.
   (5) 2ª persona plural imperativo del verbo *fijarse*.
   (6) 1ª persona plural imperativo del verbo *cuidarse*.
   (7) Gerundio simple del verbo *prever*.
   (8) Participios activo y pasivo del verbo *disolver*.
7. Si faltan letras en las palabras siguentes, póngalas usted:

ad-erbio,	e-pontaneo,	hon-ar,
ex-ibir,	ex-onerar,	ex-ornar,
ex-alar,	ex-ordio,	ex-uberante,
dispo-i-ión,	e-tricto,	e-trategia,
e-tran-ero,	-erónimo,	-erario,
mo-iliario,	cala-era,	e-temporáneo,
-ipecacuana,	e-tra-ismo,	a-tracto.
aza-ar,		

8. Forme el plural de las siguentes palabras: Cráter, caracter, paraguas, luz, Madrid, eternidad.

GEOGRAFÍA—RURALES.

1. Exprese las dimensiones de la tierra y dé alguna prueba de que es redonda.
2. Diga la ciudad principal y el principal río de: (*a*) Francia; (*b*) Indostán; (*c*) Italia; (*d*) España.
3. Nombre los países del mundo más notables por la producción de algodón, arroz, té y vino.
4. De Puerto Rico, indique:
   (*a*) Dos ciudades del interior.
   (*b*) Cinco ríos mayores.
   (*c*) Cinco productos.
   (*d*) Tres puertos.
5. De los Estados Unidos, nombre:
   (*a*) El Estado más grande.
   (*b*) La ciudad más grande.
   (*c*) Los Estados que se llaman "Nueva Inglaterra."
6. Si hiciese V. un viaje de San Juan á Manila, ¿qué mares y estrechos recorrería?
7. (*a*) ¿Cuál es el pico más alto del mundo?
   (*b*) ¿El río más largo?
   (*c*) ¿La isla más grande?
   (*d*) ¿El continente más pequeño?
8. Coloque los siguientes: (*a*) Génova; (*b*) Shanghai; (*c*) el Rin; (*d*) Chile.

HISTORIA—RURALES.

1. ¿Cuántos Estados hay en los Estados Unidos? Cuántos territorios?
2. Explique V. las causas del levantamiento de las colonias contra Inglaterra.
3. Explique V. la causa que determinó al Rey de Francia á ayudar á los Americanos; nombre dos oficiales franceses que pelearon con el ejército americano.
4. Explique la doctrina de Monroe.
5. Diga las causas de la guerra civil.
6. ¿Cuáles fueron los principales acontecimientos de la guerra hispano-americana?
7. ¿Cuáles fueron las principales consecuencias de la misma guerra?

8. Explique de qué modo tomaron posesión los Estados Unidos de los siguientes territorios: Louisiana, Alaska, Texas.

INGLÉS—RURALES.

1. Escriba, en inglés, una descripción breve de la bandera americana.
2. Escriba los números cardinales y ordinarios desde el 10 hasta el 24.
3. Diga qué partes de la oración son las palabras escritas con bastardillas en el iguiente verso:

A *wind* came *up* out of the sea
And said, "*O* mists, make room for *me.*"

4. (*a*) Explique el por qué de cada letra mayúscula en el precitado verso.
(*b*) Nombre y explique el uso de los signos de puntuación usados en el mismo verso.
5. Escriba, en la voz activa y en la voz pasiva, el presente y pretérito de los verbos siguientes: (*a*) see, (*b*) hear, (*c*) teach.
6. Defina un verbo transitivo, un verbo intransitivo y un verbo auxiliar.
7. Compare los adjetivos siguientes: many; good; great; excellent.
8. Traduzca al español:

"THE BIRTHDAY OF WASHINGTON.

"The birthday of the 'Father of his Country!' May it ever be freshly remembered by American hearts! May it ever reawaken in them a filial veneration for his memory; ever rekindle the fires of patriotic regard to the country which he loved so well, and to which he gave his youthful energy during the period of the early Indian wars. He was the first man of the time in which he lived. His memory is first and most sacred in our love; and ever hereafter, till the last drop of blood shall freeze in the last American heart, his name shall be a spell of power and might."

MÉTODOS—RURALES.

1. ¿Es el maestro responsable ó no, de la falta de asistencia de sus alumnos? ¿Por qué?
2. (*a*) ¿Qué entiende V. por método?
(*b*) ¿Cuál es el más adaptable y que ha dado mejores resultados?
3. Sírvase decir si hay alguna diferencia entre orden y disciplina. Explique la razón de su respuesta.
4. Dé algunas reglas para la colocación de los niños en clase.
5. ¿Qué tratamiento daría V. á los alumnos torpes?
6. ¿Cuáles son los mejores medios para conseguir que los discípulos lleguen á la escuela con puntualidad?
7. ¿Cuál es el objeto de los castigos y qué consideraciones deben tenerse en cuenta para determinar la clase é importancia de aquéllos?
8. ¿A qué ha de aspirar todo buen maestro?

ARITMÉTICA—GRADUADOS.

1. Diga V. en qué principio se funda la reducción de quebrados á un común denominador.
2. ¿Qué método empleará V. en la reducción del quebrado $\frac{908267}{3633068}$ á su más simple expresión? ¿Por qué?
3. Simplificar: $\frac{3\frac{1}{2} + 9\frac{2}{3} \times 7\frac{1}{8} - 2\frac{1}{4}}{4\frac{1}{10} + \frac{2}{5} - 2\frac{7}{16}}$
4. Un agente compró 35 máquinas de coser: valoradas en $42 cada una, con una rebaja de 12, 10, y 4 por ciento sobre el precio. El las vendió rebajando el 10 por ciento del precio en lista: ¿cuánto dinero recibió por sus máquinas y cuál fué su ganancia?
5. Determinar la raíz cuadrada de 7,430.44 y decir cómo se comprueba la exactitud de la operación.
6. Deduzca V. el valor de x de la proporción $\frac{4}{5} = \frac{x}{10}$ y diga en qué principio se ha fundado.
7. Un comerciante compra 825 yardas de alfombra á $1.36 la yarda y paga $\frac{3}{4}$ de 1 por ciento al agente, como comisión. Sabiendo que el flete ascendió á $33, ¿á qué precio por yarda debe vender su alfombra, si quiere ganar el 20 por ciento?
8. ¿Cuánto tiempo se necesita para que $315 produzcan al 4 por ciento $42?

ESPAÑOL—GRADUADOS.

1. Escriba tres oraciones complejas con cláusulas substantivas, adjetivas, y adverbiales, respectivamente.
2. Exprese algún caso de concordancia del verbo con varios sujetos y del verbo con el colectivo.
3. Analice las palabras de la siguiente oración:

"En cualquier dirección que el aire sople,
Alguna barca llevará hacia el puerto."

4. Diga los siguientes tiempos y formas verbales:
   (*a*) 1ª persona singular, pretérito imperfecto, subjuntivo del verbo *reducir;*
   (*b*) 1ª persona singular, pretérito imperfecto subjuntivo, del verbo *elegir;*
   (*c*) 1ª persona singular, presente subjuntivo, del verbo *haber;*
   (*d*) 1ª persona singular, presente subjuntivo, del verbo *huir;*
   (*e*) 1ª persona plural, imperativo, del verbo *fijarse;*
   (*f*) 1ª persona plural, imperativo, del verbo *cuidarse;*
   (*g*) Gerundio simple del verbo *prever;*
   (*h*) Participio activo y pasivo del verbo *disolver.*
5. Explique la irregularidad que tiene el verbo *ceñir* en la tercera persona del pretérito perfecto indicativo.
6. ¿Cómo se resuelve por pasiva una oración primera de activa?
7. Ponga ejemplos de:
   (*a*) Un adjetivo superlativo;
   (*b*) Un adverbio de modo;
   (*c*) Un nombre aumentativo;
   (*d*) Una palabra compuesta.
8. Escriba cuatro verbos: regular, irregular, auxiliar, y defectivo.

GEOGRAFÍA—GRADUADOS.

1. Explique los dos movimientos de la tierra y diga lo que produce cada uno.
2. De Puerto Rico, indique:
   (*a*) Dos ciudades del interior.
   (*b*) Cinco ríos mayores.
   (*c*) Cinco productos.
   (*d*) Dos puertos del norte.
3. ¿Cuáles son las cinco ciudades más grandes de los Estados Unidos? ¿Por qué son notables?
4. ¿Cuántos Estados hay en los Estados Unidos? ¿Cuál es el más grande, y cuál el más pequeño? ¿Cuál produce más oro y cuál más algodón?
5. Si hiciese V. un viaje de San Juan á Manila, ¿qué mares y estrechos recorrería?
6. Nombrad los países de la América del Sur, con las capitales y puertos importantes.
7. La lluvia en Egipto es muy escasa; sin embargo, el valle del Nilo es uno de los lugares más productivos del mundo. Explique la causa.
8. ¿Por qué son importantes y dónde se hallan Amberes, Dresde, Gotenburgo, Génova, Guayaquil, La Haya, Middelburgo, Shanghai, y Varsovia?

HISTORIA—GRADUADOS.

1. Explique V. las causas del levantamiento de las colonias contra Inglaterra.
2. ¿Qué efectos produjó en el pueblo la Declaración de la Independencia, y con qué fin se había batido aquél hasta entonces?
3. ¿Quién inventó la máquina de desmotar el algodón? ¿Quién la máquina de coser? ¿Quiénes fueron los inventores del telégrafo, del barco de vapor, y del teléfono?
4. Haga un ligero bosquejo del crecimiento territorial de los Estados Unidos.
5. Nombre los tres últimos Presidentes de los Estados Unidos, indicando algo acerca de cada uno de ellos.
6. Causas de la guerra civil; cómo empezó y cómo terminó.
7. ¿Cuáles fueron los principales acontecimientos de la guerra hispano-americana y cuáles sus consecuencias?
8. Explique la significación que tiene en nuestra bandera el número de estrellas y el de franjas.

INGLÉS—GRADUADOS.

1. Traduzca al inglés:

"El estudio del lenguaje es reconocido en todas partes como el principal objecto de la instrucción. La más urgente necesidad intelectual del hombre es el conocimiento del lenguaje, porque esto es lo primero que necesita para comunicar sus ideas á los demás hombres. La enseñanza de la escritura debe considerarse como el complemento de la enseñanza del lenguaje."

2. Señale la diferencia entre el uso de "in" é "into;" "at" y "to;" "by" y "near;" "on" y "upon."

3. Exponga la regla para la comparación de adjetivos. Indique el grado comparativo de *small, good, little, much, far, agreeable, late, beautiful.*

4. Indique el pretérito perfecto y el participio pasado de los siguientes verbos: *Sit, fall, lie, run, write, eat, know.*

5. Dé el plural de: *Box, key, lady, brush, hero, knife, fly, church, handkerchief.*

6. Escriba una historieta sobre "The School Master."

7. Escriba algunas frases usando correctamente las siguientes palabras: "There," "their," "here," "hear," "weak," "week."

8. Traduzca al español:

"Oliver Wendell Holmes was a boy who thought. He often wondered why certain things came to pass, and tried to find some reason for what he saw. He noticed how things wore out, one part giving way at a time. Sometimes things would break down instead of wearing out, and he thought this was not right. One day he said to his brother John: 'If you should make something, and have each part of it just as good as every other part, it would all go to pieces at once, wouldn't it?' After many years had gone by and he had grown to be a man, he put this idea into his famous poem, The Wonderful One-Hoss (horse) Shay. (Shay = two-wheeled carriage.)"

PEDAGOGÍA—GRADUADOS.

1. Cualidades que debe reunir todo maestro. ¿Podrá obtenerse buen éxito si faltare alguna de esas cualidades?

2. Nombre algunas faltas de comunicación frecuentes en las escuelas públicas y diga cómo pueden corregirse.

3. ¿Qué fin debe perseguir el maestro al imponer castigos?

4. ¿Cómo procedería V. para que los niños pudiesen comprender que los castigos son consecuencias naturales de las faltas?

5. Exprese algunas reglas generales que deben emplearse para obtener buen éxito.

6. ¿Qué quiere decir "hábito?" Nombre algunos hábitos buenos que se pueden adquirir en la escuela para la vida en sociedad.

7. ¿Qué plan seguiría V. el primer día de clase respecto á:

(1) La clasificación de los discípulos.
(2) La disciplina.
(3) El programa de trabajos.

8. Ventajas de hacer responsables á todos los alumnos de una clase de la respuesta que cada uno dé

ARITMÉTICA—PRINCIPALES.

Los aspirantes se servirán elegir y resolver ocho de entre los diez siguientes problemas:

1. Un comerciante mezcla 5 litros de vino que vale $0.30 el litro con 8 litros de vino que vale 21 centavos el litro. ¿En cuánto debe vender un litro de esta mezcla para poder ganar $3.75 por el hectolitro?

2. Simplifíquese: $\frac{5\frac{5}{8} \div \frac{2}{3}}{1\frac{1}{5} \text{ de } \frac{5}{9} \div 10\frac{1}{3}} \times \frac{2}{5} \text{ de } \frac{1\frac{1}{2} \text{ de } 4\frac{1}{9}}{13\frac{7}{8} \text{ de } 5\frac{1}{3}}$.

3. ¿Qué número multiplicado por $\frac{7}{11}$ de $\frac{9}{14}$ de $29\frac{1}{3}$ dará el producto $102\frac{2}{3}$?

4. A y B trabajando juntos pueden hacer un trabajo en 15 días. Después de haber trabajado juntos 6 días, A cesa de trabajar y B acaba el trabajo en 30 días. ¿En cuántos días puede hacerlo cada uno?

5. Un aljibe rectangular que mide 15 yardas de largo y 4 pies de hondo, contiene 32,500 galones de agua. Si se aumenta su largo por 18 pies y su profundidad por 1 pie, ¿qué cantidad de agua contendra?

6. Si 18 hombres cavan un foso de 150 pies de largo, 6 pies de ancho y 4 pies 6 pulgadas de hondo en 12 días, ¿en cuántos días 16 hombres cavarán un foso de 210 pies de largo, 5 pies de ancho y 4 pies de hondo?

7. A, B, y C alquilaron un terreno de pastos por $132.50. A pone 10 bueyes por 3 meses, B 12 bueyes por 4 meses, y C 14 bueyes por 2 meses. ¿Cuánto debe pagar cada uno del alquiler?

8. Hállese la diferencia entre un solo descuento de 50 por ciento y dos descuentos sucesivos de 25 por ciento cada uno sobre una factura de $1,272.36.
9. Un agente vende 5,000 libras de algodón á 14 centavos la libra, cobrando su comisión al 2 por ciento. Con el producto neto el compra paño de algodón á 10 centavos la yarda, cobrando 1½ por ciento de comisión. ¿Cuántas yardas compra?
10. ¿En cuánto tiempo $653 al 8 por ciento darán $5.02 de interés?

ENGLISH—PRINCIPALS.

1. How is the possessive case formed? Write the possessive form of the following words: John, lady, horse, ships.
2. What is a transitive verb; an intransitive verb? Give an example of each in a sentence.
3. "Mont *Blanc* is *the* monarch of mountains;
They *crowned* him long ago
On a throne of rocks, in a robe of clouds,
With a diadem of snow."

(*a*) Why, in the above stanza, is the masculine pronoun *him* used instead of the neuter pronoun *it?*
(*b*) What part of speech is each of the *underlined* words?
4. What distinction is to be made in the use of *can* and *may?*
5. (*a*) What is comparison?
(*b*) What is the regular form of the comparative degree; of the superlative?
(*c*) Compare: Difficult, much, good, fine.
6. Define: (*a*) Subject, (*b*) a collective noun, (*c*) a phrase, (*d*) a clause.
7. "My companion was an old *gentleman whom* I had met in Paris."
(*a*) Analyze the above sentence.
(*b*) Parse the *underlined* words.
8. Translate into English:

"EL OBJETO DE LA EDUCACIÓN.

"El objeto de la educación es el de promover el crecimiento normal de un ser humano, desarrolando simétrica y sistemáticamente todos sus facultades para darle la mayor capacidad posible en el pensamiento y la acción. Á estas facultades debe enseñárselas á obrar con armonía á fin de evitar, en todo, gastos inútiles de esfuerzo."—Johonnot.

ESPAÑOL—PRINCIPALES.

1. ¿Cómo rige el verbo transitivo á su complemento directo? Régimen de los verbos *de entendimiento* con el mismo sujeto.
2. Diga qué figuras ó vicios observa usted en los siguientes ejemplos:
(*a*) "La del alba sería cuando Don Quijote, etc."
(*b*) ¿Qué hora es? Serán las tres.
(*c*) El dulce lamentar de los pastores.
He de cantar, sus quejas imitando.
(*d*) A Juán se le cayó un pañuelo, y un hombre que iba tras él le cogió y se lo llevó.
3. Explique la irregularidad que tiene el verbo ceñir en la tercera persona del pretérito perfecto indicativo.
4. ¿Cómo se resuelve por pasiva una oración primera de activa?
Ejemplo:
5. Ponga ejemplos de:
Un adjetivo superlativo;
Un adverbio de modo;
Un nombre aumentativo;
Una palabra compuesta;
6. Señale el mal uso que se hace de la palabra cuyo, explicando el porqué está mal usada.
7. ¿Cómo clasificará V. los verbos irregulares, para que su estudio esté más al alcance de la inteligencia de los niños?
8. ¿Cómo explicaría V. á sus discípulos la distinción fundamental que existe entre los verbos *ser* y *estar*? Explique la teoría del verbo único.

FISIOLOGÍA—PRINCIPALES.

1. Explique la formación de los dientes y el porqué es necesario cuidar de ellos.
2. Señale el efecto que produce el alcohol:
(*a*) Sobre el corazón;
(*b*) Sobre la circulación;
(*c*) Sobre el cerebro;

3. ¿Para qué sirve la piel? ¿Por qué es el baño necesario para la salud?
4. ¿Cuáles son los fluídos del cuerpo humano que toman parte en la digestión?
5. Diga qué uso tiene y de qué se compone la sangre.
6. Describa la organización del oído.
7. Indique el valor del aire y del sueño sobre el organismo humano.
8. Haga una descripción general del sistema nervioso.

GEOGRAFÍA—PRINCIPALES.

1. ¿En qué partes de los Estados Unidos están los principales depósitos naturales de hierro, carbón de piedra, cobre y oro?
2. Cite el nombre de cada una de las zonas, indicando su anchura en grados.
3. Explique los dos movimientos de la tierra y diga lo que produce cada uno.
4. Describa el Llano Central de la América del Norte.
5. Nombrad:
   (*a*) La región más poblada del mundo.
   (*b*) Las islas más importantes.
   (*c*) La mejor región para cereales.
   (*d*) La parte donde se hallan los mejores depósitos de petróleo.
   (*e*) La ciudad más notable por sus fábricas de alfombras.
6. ¿Por qué es tan productivo el valle del Nilo?
7. Exprese las dimensiones de la tierra, y dé alguna prueba de que es redonda.
8. Nombre dos países que producen grandes cantidades de algodón; tres que dan mucho café y tres que sobresalen por su producción de trigo.

GEOMETRÍA—PRINCIPALES.

Los aspirantes se servirán contestar cinco de entre las ocho siguientes preguntas:
1. Demuéstrese: Todo punto situado sobre la perpendicular levantada á una recta en su medio está igualmente distante de los extremos de esta recta; y todo punto fuera de dicha perpendicular, dista desigualmente de los mismos extremos.
2. Demuéstrese: La tangente en un punto cualquiera de una circunferencia es perpendicular al radio que pasa el punto de contacto.
3. Demuéstrese: Dos paralelas interceptan en la circunferencia arcos iguales.
4. Demuéstrese: Todo ángulo inscrito tiene por medida la mitad del arco comprendido entre sus lados.
5. Demuéstrese: Las diagonales de un paralelógramo se cortan mutuamente en dos partes iguales.
6. Demuéstrese: Dos triángulos son semejantes cuando tienen sus lados respectivamente paralelos.
7. Demuéstrese: Las áreas de los círculos son proporcionales á los cuadrados de sus radios.
8. Demuéstrese: Dos paralelógramos son iguales cuando tienen un ángulo igual comprendido entre dos lados iguales respectivamente.

HISTORIA—PRINCIPALES.

1. ¿Qué condiciones prevalecían en Europa para hacer preferible y deseable la emigración á la América?
2. ¿Qué eran los "Artículos de la Confederación"?
3. ¿Por qué la esclavitud desapareció tan pronto en el Norte y tuvo tan gran desarrollo en el Sur?
4. ¿Cuál fué el primer Estado que se apartó de la Unión en la guerra civil? ¿Cuántos se apartaron en todo?
5. Explique de qué modo tomaron posesión los Estados Unidos de los siguientes territorios: Louisiana, Alaska, las Filipinas.
6. ¿Qué idea especial representaba cada uno de los siguientes personajes: Henry Clay, Daniel Webster, John C. Calhoun?
7. Causas de la guerra civil; cómo empezó y cómo terminó.
8. ¿Cuáles fueron los principales acontecimientos de la guerra hispano-americana y cuáles sus consecuencias?

MÉTODOS—PRINCIPALES.

1. ¿Cuáles considera V. que son las tres cualificaciones más importantes que debe tener un buen maestro? ¿Por qué las considera V. de la mayor importancia?
2. ¿Qué entiende V. por voluntad? ¿Cómo la voluntad puede ser desarrollada?
3. Haga un programa de una escuela que tenga 1°, 2°, 3°, 4°, 5° y 6° grados.
4. ¿Qué entiende V. por métodos de enseñanza?

5. Cite los nombres de dos grandes maestros. ¿En qué cree V. que consiste la grandeza de ellos?
6. ¿Qué se entiende por método sintético? ¿En qué grados del trabajo escolar tiene especial valor?
7. ¿Cómo se conseguirá que los alumnos amen, prefieran y practiquen el bien?
8. Ventajas de hacer responsables á todos los alumnos de una clase de la respuesta que cada uno dé.

ÁLGEBRA—PRINCIPALES.

Los aspirantes se servirán elegir y resolver ocho de entre los diez siguientes problemas:

1. Demuéstrese que $a^0=1$; y que $a^{-2}=\frac{1^2}{a}$.
2. Divídase: $x^5-2x^4+\frac{1}{12}x^3+\frac{2}{5}x^2+\frac{1}{15}x+\frac{5}{4}$ por $x-\frac{3}{2}$.
3. Divídase: $a^{\frac{3}{2}}+2a^{\frac{1}{2}}b^{-\frac{1}{2}}+b^{-1}$ por $a^{\frac{1}{2}}+b^{\frac{1}{2}}$.
4. A y B salen juntos del mismo pueblo y caminan hacia otro pueblo que dista 75 millas. A anda 1 milla por hora más que B y llega al pueblo $2\frac{1}{2}$ horas antes que B. ¿Cuántas millas por hora anda cada uno?
5. Simplifíquese: $\dfrac{\frac{x^2+y^2}{2y}-x}{\frac{x}{y}-\frac{y}{x}}$
6. Hállese el valor de x:
$$\frac{1}{x+2}+\frac{x-2}{x}=\frac{x-7}{2x}$$
7. Hállense los valores de x, y, y z:
(1) $x+3y-2=10$
(2) $2x+5y+4z=57$
(3) $3x-y+2x=15$
8. Si se añade 1 al numerador de un quebrado, el valor del quebrado será $\frac{3}{4}$, y si se añade 2 al denominador del mismo quebrado su valor será $\frac{1}{2}$. Hállese el quebrado.
9. Un comerciante quiere vender huevos y comprar papas. Encuentra que 6 docenas de huevos valen 10 centavos más que 2 fanegas de papas y que 10 docenas de huevos valen 10 centavos menos que 4 fanegas de papas. Hállese el precio de los huevos y el de las papas.
10. Escríbase el cuadrado de $\sqrt{a+b-c}$.

THREE REPORTS ON AGRICULTURAL RURAL SCHOOLS.

I. Agricultural Teachers.

PORTO RICANS VERSUS AMERICANS.

It is desirable to have both Americans and Porto Ricans as teachers of the agricultural schools.

(1) The former, if practical farmers or gardeners, will have a great advantage in their wider knowledge of systematic cultivation and better methods and appliances for work. Their superior knowledge of English opens for them the vast literature of agriculture and horticulture, including the results of scientists in a hundred agricultural experiment stations throughout the English-speaking world.

An American teacher needs to have some knowledge of the Spanish language before undertaking to teach an agricultural school, as his duties comprise teaching Spanish, and his practical instruction must be in that language. An American fresh from the North is working at a serious disadvantage from not knowing the seasons appropriate for various crops to yield successfully.

(2) The latter, if chosen with care, will possess the best acquaintance with climate, soil, and crop conditions of Porto Rico. They will have the advantage in their superior knowledge of the Spanish language, and can be counted upon to remain in the service from year to year after they have acquired the needed experience. The native teachers will be at the outset deficient in their knowledge of English and of modern agricultural practice, including the use of improved labor-saving implements.

It has been the experience of the department so far that a large percentage of the newly arrived American teachers in agricultural schools who prove themselves able teachers are soon called to other fields, so that Porto Rico does not have the benefit of their experience here.

QUALIFICATIONS.

The qualifications of a teacher for our agricultural schools may be summarized as follows:

(1) The varied qualifications of temperament, training, and experience which fit a man for a good rural-school teacher, i. e., promptness, patience, tact, the attitude of leadership which inspires and compels obedience, coupled with the love for teaching, knowledge of the workings of a child's mind, clear acquaintance with the subjects taught, and definite daily plans of work.

(2) Special interest in practical agriculture, together with some knowledge of agricultural conditions in Porto Rico.

(3) A knowledge of both the Spanish and English languages.

(4) The tactful ability to interest the local board and the progressive people of the neighborhood in plans for improving the usefulness of the school.

SPECIAL CERTIFICATES.

I would recommend the establishment of three grades of agricultural teachers, as follows:

First-class agricultural certificate, corresponding to the grade of principal, to receive not less than $60 per month.

Second-class agricultural certificate, corresponding to the grade of graded teacher, to receive not less than $50 per month.

Third-class agricultural certificate, corresponding to the grade of rural teacher, to receive not less than $40 per month.

In the examinations for these grades of certificates I should require a knowledge of English and agriculture. For the lowest grade I should have the ground to be covered limited.

For the second grade I should make the knowledge required in these branches considerably more extended and thorough, and for the grade of principal or first-class agricultural teacher I should set the standard to be ultimately reached at about that of the graduate of a good agricultural college, with an examination in Spanish added.

F. M. PENNOCK.

May, 1902.

II. NEED FOR INSTRUCTION IN AGRICULTURE IN PORTO RICO.

The object of education is not merely to develop the activities of the pupil, and make him a reasoning and reasonable man, but also to make him an efficient worker and citizen of his own land. A school is a plant for the production of men and women fitted to make the most and best of their environment.

Modern methods in crop production and distribution are so little known in Porto Rico that the farmer and farm laborer are almost helpless in the face of the world's fierce competition.

Unless the public schools do something to advance farm and garden practice, the boys and girls of Porto Rico are likely to leave school with just enough of a glimpse of the world of letters to dissatisfy them with working on the soil, and yet without the slightest inkling that there may come help and enlightenment to the soil worker from that intellectual life, and that brains and training are needed behind the hoe.

Without this help I am convinced that Porto Rico will be confronted in a few years with widespread labor troubles, to which those of to-day are insignificant. The pressure to enter professional, official, and clerical work will be intensified, while farm help will be scarce and ineffective.

Then you will find the employers of labor saying, as they say with some justice in Jamaica to-day, "You have spoiled our labor with your schools; you have given us a class too proud and too lazy to work in the field."

As yet there do not exist on this island any considerable number of well-regu- market or domestic gardens, nurseries, creameries, dairies, stock- or rice plantations, where a youth may learn to be a

To endeavor to correct, in some degree, these unfortunate conditions, by giving school children practical training in agriculture, these schools were conceived and the attempt is now being made to adjust their work to the actual conditions of the department of education.

THE AGRICULTURAL SCHOOL.

The agricultural school, as we must begin with it, is simply an ordinary school, provided with a garden and suitable tools and with certain hours set apart in the programme for garden work, this to be accompanied by very simple accounts of plants and animals and the conditions which affect their growth. This latter instruction is already, in a certain measure, provided for in our present course of study under Group III, the science studies. The definite knowledge of a qualified agricultural teacher and his laboratory out of doors will enable him to make this part of the course really vital and interesting. In his hands the reading and geography lessons will contribute to the agricultural knowledge of the pupil, while arithmetic will find its practical application in the straight and accurately measured rows and hills of the garden.

In the agricultural school the connection in the mind of the pupil can be made at an early age between the world of books and the world of things. Agricultural bulletins, farm papers, and the catalogues of seedmen, nurserymen, and implement dealers can be used to show the pupil how definite and important this connection is to the farmer.

In the school garden we can substitute the live plant, growing, blossoming, and fruiting under our care, for a printed description of it.

DISCIPLINARY EFFECT OF SYSTEMATIC GARDEN WORK.

The awakening and disciplinary effect of systematic outdoor work upon dull and disorderly pupils is immense. The interest in the work, aroused by an enthusiastic, knowing teacher, will keep the pupil at school. To make this tendency forceful the school must be able to secure a good equipment, not only of suitable tools, but samples of interesting and valuable trees and plants novel to the neighborhood.

The chief difference between the school conducted according to our present course of study and the proposed agricultural school is that more prominence will be given to science study in the latter than in the former, and that in the latter the live developing plant or animal will be studied instead of a printed description or a cabinet specimen of it.

BRANCHES TAUGHT SHOULD BE COORDINATED.

The reading lessons in Spanish and English, the geography, and even the arithmetic class, can be made more interesting as well as more useful if the teacher, realizing the close interdependence which unites all departments of knowledge, is able to make the work in each branch assist that in the other.

To illustrate, the Monthly Insular Weather Report contains information upon the state of the crops, as well as of the weather, from various localities in the island. This publication, which is printed in both languages, could be used once a month to teach at the same time Spanish, English, and local conditions of weather and crops.

A time-saving adjunct of an agricultural school might be a series of illustrated school readers, printed in Spanish and English upon the opposite pages, whose subject-matter was descriptions of typical vegetables and animals treated with regard to (1) their geographical distribution, (2) their peculiarities of form and life history, and (3) their value to man.

PRACTICE SHOULD PRECEDE OR ACCOMPANY PRINCIPLES.

The theory of agricultural science should not precede a considerable knowledge of the practice. For the primary work, which is all that can be attempted next year, most of the theoretical agricultural science can best be imparted in connection with the work. We must follow the inductive method in this teaching. It would be easy with bright Porto Rican children to have them commit a string of names, about the chemistry of soils and the morphology of plants, but of what avail would it be in their after life?

To teach a boy or girl to root a cutting or to bud a tree; to let nature show him the effect of proper drainage, irrigation, cultivation, or fertilization upon plant growth by a comparative experiment; to show him a more thorough method of cultivation, by the use of a better and more convenient tool. This is knowledge which is alive and it adds something to his power in the world.

ADVANTAGE OF COOPERATIVE WORK.

The plan of having individual gardens for each pupil, while it has some features to recommend it, is defective in not lending itself to the cooperative work of a number of pupils each laboring to do his particular section of the larger operation. Neither are small square individual plats, such as have been employed in German school gardens, adapted for the employment of the best tools and methods of planting and cultivating.

Everything possible should be done to bring out the pride of the pupils in the work of the school as a whole, to which, with the teacher, they all contribute.

The garden work can be advantageously organized into squads, under petty officers who have won their position by faithful high-class work, and this leadership and ability to bear responsibility are developed in the pupil as they can not be in ordinary school work, which is not adapted to draw out these important qualities.

SUMMARY.

(1) Practical agricultural work is needed in the schools of Porto Rico.
(2) This work will make more vital and effective our present course of study, by making its work more concrete and objective.
(3) The practical exercises of the school will train the pupils for their future work in life and not wean them from it.
(4) It will permit and foster cooperative work, leadership and organization in labor, and encourage a corps spirit in the school.
(5) These schools should have the benefit of a carefully wrought plan.
(6) The programme should be amended from time to time, to meet Porto Rican and local needs.
(7) They should have adequate modern equipments.
(8) Before all and above all, they should have competent, conscientious teachers, interested to build up the work.
(9) They should have strong local support from the local board of the community.
(10) They should have a fund allowed for contingent expenses, so that the school does not have to call upon the department for every tool, seed, tree, or bit of wood urgently needed.
(11) To secure these factors of success no agency is more necessary, nor do I believe any will be more cheerfully accorded, than the active cooperation of the school supervisor.

A STEP.

I conceive of the agricultural school as a step in the evolution of a school fitted for the real needs of Porto Rico. This should be provided with the means for developing, under intelligent supervision, all the activities of the child, so as to best qualify him to live out the life of a capable citizen of Porto Rico. The agricultural school, to succeed in Porto Rico, must fit itself to the needs of very young pupils. Wherever possible, the children of the lowest grades, and probably for the first two years, should find a place in another school.

OTHER STEPS.

Such a school to be fairly complete must also furnish instruction in cooking, sewing, carpentry, and other handicrafts, health-giving exercises, bathing, and some work in the fine arts, such as drawing, modeling, music, and the cultivation of flowers.

If life on this island, for the vast laboring class, who chiefly fill the schools, is to be intellectually and morally above its present abased levels, we must first put into the hands of the youth the means of improving their physical and social surroundings.

F. M. PENNOCK.

May, 1902.

III.—A PLAN FOR AGRICULTURAL INSTRUCTION IN PORTO RICO.

Education in agriculture on this island should be developed along three lines; first, in the present elementary agricultural schools; second, in an agricultural department of the Insular Normal School, and third, in the other schools of the island, especially in the rural schools.

We will first consider the course of instruction and the general rules of practice which should be adopted in the first class of these schools.

The agricultural school, as is stated in another more general paper which is submitted as a part of this report, is simply a rural school in which more than ordinary attention is given to the science studies of the course and to garden practice in order to make this knowledge alive to the pupil and available in the work of his future life.

The amount of time which should be devoted to gardening in these elementary agricultural schools is limited by the necessity of teaching all the common branches and the English language. It is also limited by local conditions, such as the number of pupils in attendance.

The following programme, prepared by Mr. J. C. Huff, teacher of the agricultural school at Guraba, is a sample of a programme for an agricultural school of three grades, in which the outdoor work is introduced at the close of each session:

Time.	Duration of study.	Second grade.	Third grade.	Fourth grade.
	Min.			
8 a. m	10		Opening exercises.	
8.10 a. m	15	Spanish	Arithmetic	Arithmetic.
8.25 a. m	15	Arithmetic	Spanish	Do.
8.40 a. m	20	Seat work	Writing	History.
9 a. m	10		Physical exercises and recess.	
9.10 a. m	15	English	Study English	Writing.
9.25 a. m	15	Slate work	English	Study English.
9.40 a. m	20	Writing	Writing	English.
10 a. m	60		Garden work.	
11 a. m. [a]	Practical study of plants and animals; tillage and drainage of soils.			
1.30 p. m	10		Opening exercises.	
1.40 p. m	15	Spanish	Slate work	Slate work.
1.55 p. m	15	Slate work	Spanish	Study history.
2.10 p. m	20	Drawing	Writing	Do.
2.30 p. m	10		Physical exercises and recess.	
2.40 p. m	10	Oral	Arithmetic	Composition.
2.50 p. m	10	English	Chart	Do.
3 p. m	10	Writing	Drawing	Language.
3.10 p. m	10		Animals.	
3.20 p. m	10		Music.	
3.30 p. m	60		Garden work.	
4.30 p. m. [b]	Planting and transplanting; tillage, watering, insects, etc.			

[a] Close of morning session. [b] Close of afternoon session.

I would suggest the substitution of geography for history at 8.40 a. m. in the programme.

Another of our best teachers, Mr. E. N. Clopper, of Ponce, suggests a programme in which the work of the day begins with the garden practice and nature study, which brings it before the greatest heat of the day.

Mr. E. F. Curt, also one of our most successful teachers, prefers to finish up his schoolroom work in the morning, and devotes the whole afternoon to practical work. It is Mr. Curt's practice to divide his school into two gardening classes, to secure better instruction and equipment. Where the school has a large attendance this is advisable, until the practical work can be systematized.

The practice of sending boys into the garden to work without proper supervision is bad. Garden work should not be selected as punishment for a child, as that will operate against one of the chief incidental aims of these schools, namely, to make the coming citizens proud of their ability to skillfully perform manual labor.

Order should be observed in beginning and leaving garden practice, and the tools returned to their proper place after being cleaned.

Experiments should be made to show the pupils the effect of manuring, thinning, cultivating, pruning, and other practical operations, upon the growth of plants.

Insects and fungus growths injurious to the plants should be closely noted, and every occasion utilized to encourage the pupils' powers of observation and comparison. The field practice for each day should be prepared by the teacher in advance.

METHODS IN FIELD INSTRUCTION.

It is thought advisable for the teachers to have considerable liberty in methods of instruction in the manual work. This branch of education is new, and Porto Rican conditions are varied and unusual.

Competent teachers should be chosen, men who have a real interest in the work. They should plan the details of garden practice with a view to training and disciplining the minds and bodily powers of their pupils. It should harmonize with the other work of the school and supplement it.

If this policy is pursued, and careful records of the different programmes made for comparison, the department will have much more light for future guidance in this class of work than it can have now.

We could then speak more confidently of the relative merits of having individual gardens, class gardens, or school gardens; of the use of military drill and calisthenics in these schools; and as to when, where, and how the principles of agricultural science should be presented to young pupils.

AGRICULTURE IN THE NORMAL SCHOOL.

The aim of this course is to prepare good teachers for the other agricultural schools of the island. Their training must be as broad as possible, and still allow time for one period per day in the second and third years for class-room work upon the principles, practices, or some particular branch of agriculture or horticulture, and also time for one period per day in field practice and experiment along the same lines. The course in agriculture includes a thorough treatment of the outlines of the natural sciences, particularly of physiology, physical geography, botany, zoology, chemistry, and physics. This, it is assumed, all students of the normal school will receive. The general principles and main facts of these sciences must be mastered before their development in agriculture can be profitably taken up; they are likewise required before the student is in position to study modern practice in any branch of agriculture or horticulture. This course must give the teacher of agriculture a knowledge of the mechanical and chemical nature of soils, of the adaptation of soils to crops, of the preparation, drainage, irrigation, tillage, and fertilization of soils, and of the main facts about the growth of plants. It must instruct him as to the fungus, bacterial, and insect enemies of crops.

Passing from the field of agricultural science to agricultural practice, the cultivation of the important crops of the West Indies should be treated. The use of modern labor-saving tools and implements should be explained and, where possible, demonstrated.

Cattle, horses, and the minor domestic animals, which can be profitably grown in Porto Rico, should be touched upon from the standpoint of breeds and management.

Such departments of horticulture as market gardening, and fruit growing for export and home consumption, and the cultivation of tobacco, subjects now of large and increasing interest to the cultivators of this island, should be thoroughly studied. A small experimental nursery should be started, where budding and the care of young trees can be taught. A small pinery should be planted, including the leading varieties of pineapples grown here and in Florida. A plantation of the several useful varieties of bananas and plantains should be grown and carefully studied. A collection of all the finest fruits, grains, grasses, legumes, fiber-producing and other useful plants should be grown and carefully labeled, with their English, Spanish, and scientific names.

The grounds of the normal school should contain the most beautiful shade trees and smaller ornamental plants of the Tropics, arranged to heighten the natural beauty of the campus, and serve incidentally to furnish lessons in botany. A broad survey of agriculture should be added toward the close of the course, that the teacher may realize its paramount importance in the world's economy, and particularly in the life of a purely agricultural country like Porto Rico. This view should clearly bring out the importance of good highways, railway and steamship lines, and other means of transportation as a controlling factor in the value of land for the production of crops. It should also explain the effect of existing tariffs on the profits to be derived from our leading crops.

A complete course of study for this department can not be prepared at this time for 1902–3, as it must be adapted to the general course, which has not been formulated.

PRACTICE IN TEACHING.

The course should also furnish the future teacher, during the last year, with an opportunity to teach garden practice to classes of children under the eye of a teacher skilled in this work. This teaching should be followed by criticism of the work by the teacher. It should be accompanied by lessons on the aims to be secured by this class of work, and upon the methods by which these aims are to be secured.

This out-of-door training can be well combined with marching and calisthenics. It should be given to pupils of the model school in sections of about 20 and in short periods. The teacher should march the pupils from the model school to the tool house, where the tools should be arranged in a row upon the wall and numbered, both the tool itself and its place being marked. Each member of a garden section

company should have his number, the leader or lieutenant being No. 1. In marching to and from the garden good order and healthful exercise are combined. These features of physical training can be augmented either by dividing the period between calisthenics and garden practice or by having them given in alternate days. The system of numbering would fix the responsibility for the tool and its cleaning.

SELF-SUPPORTING STUDENTS.

There are young men in Porto Rico who desire to fit themselves for teachers, but whose financial circumstances preclude their passing through the regular course. Some of these are well advanced in certain branches. Provision should be made to allow such pupils to enter the normal school as special students, they to have the privilege of taking up a fewer number of hours of school work, which would allow time for outside work for self-support. So far as the interests of the institution will permit, the work upon the school campus and the school farm should be given to such students, the preference being given to these in the course in agriculture.

AGRICULTURE AND NATURE STUDY IN OTHER SCHOOLS.

Many principles and interesting facts in the field of agriculture can be advantageously introduced into the graded and rural schools. This class of instruction can be carried on from year to year with increasing success, if the opportunities are seized by the teachers to impart it, and if such work is systematically fostered by the department.

There are constantly arising chances to bring out these ideas, if the teacher is equipped with them, in connection with reading, composition, geography, and even with arithmetic.

The most important of these means, however, is nature study or the direct examination of natural objects with a view to developing the pupil's powers of observation, description, and comparison; in a word, it teaches him to see the living things of the world as they are. Nature study may be considered primary work in agriculture.

ADMINISTRATION.

To establish a system of instruction in agriculture and horticulture, and to provide the facilities for its steady improvement in effectiveness, the commissioner of education should have the assistance of a chief in agriculture. This officer should know the business and social conditions and the needs of the public schools in all parts of Porto Rico. He should assist the commissioner in the agricultural side of his work. There should be personal contact between this officer and the agricultural teachers at their work, and this both for the improvement of the teacher and of the course. There is the possibility of Porto Rico making a permanent contribution to methods of education through the work of the agricultural school if continual, watchful care is exercised over this sprouting seedling. The department should avail of all its agencies, and especially of the practical suggestions of its devoted teachers, to nurture this tree of the educational practical. The chief should make at least two annual visits to each agricultural school. He should assist weak and poorly supported teachers by example and advice drawn from his own experience and that of the stronger teachers.

He should make teacher and pupil realize that there should be no gulf between their work and the larger work of the world; that as culture consists not in the class of work done, but in doing it well, the true test of the nobility of a branch of labor or study is whether or not the community stands in need of that work or knowledge.

He should assist the commissioner in the nomination of teachers. His advice should be considered in the preparation of plans for agricultural school buildings, and in the purchase of the tools, books, and other equipment needed to carry on the work in agriculture.

As the number of these schools is increased some of the outside work should be delegated to a field supervisor in agriculture.

The general supervision of these schools should remain in the hands of the district school supervisor, and of course all communications from the department about the work of these schools should pass through this officer.

DEVELOPMENT OF THE SYSTEM.

The expansion of this practical education will naturally be a growth from the circumference as well as from the center. As their merits are perceived, and as means permit, more agricultural schools will be called for, the elementary agricultural

school will pass into the secondary agricultural (or industrial) school, and more trained teachers must be turned out, qualified to carry on the work. These should come both from fresh normal-school graduates and from a class of faithful, ambitious teachers who desire to make their work at once more effective and more lucrative. For these summer work should be provided.

SECONDARY OR GRADED AGRICULTURAL SCHOOLS.

These schools must have at least two teachers, one in charge of the academic and one in charge of the agricultural, industrial, and nature work. Such schools permit of more systematic and effective work being done than is possible under the present arrangement.

A school of this class must have its laboratory, provided with tables, blackboards, a cabinet for seeds, an herbarium, and other collections of natural objects, useful in conducting science classes, and which the pupils can collect under instruction. This room or building should also contain ample provisions for the orderly arrangement of the tools of the school. It should be the aim of the department of education to convert from elementary to graded agricultural schools, first, those which are located near the larger centers of population, and later, as means permit, those of the sparsely settled interior.

A COLLEGE OF AGRICULTURE.

When the insular normal school unfolds into the university of Porto Rico, as has been forecasted by Governor Hunt, the needs of the island for agricultural teachers and specialists will call for a fully equipped college of agriculture having many diversified departments, such as agricultural chemistry, physics of the soil, economic entomology, economic botany, veterinary science, the animal industries, horticulture, with its branches of fruit growing, the nursery, the market and home garden, floriculture, and landscape gardening. Such a college requires room for its varied activities and equipments, and years are required, together with a large expenditure of money and intelligent effort, to bring it into being. Such an institution should have its experiment station and its botanic garden. It could not only turn out worthy teachers for a high-grade agricultural school, but it could also train young people to become overseers of rural properties, and help to place on a firm and profitable basis branches of industry now nonexistent on the island, branches whose establishment will add immeasurably to Porto Rico's resources and to the social and domestic comfort of her people.

WHY THE TEACHING OF PRACTICAL AGRICULTURE AND OF OTHER MANUAL BRANCHES SHOULD BE COORDINATED.

It seems clear that industrial education in mechanic arts as well as in agriculture should be an organic part of the public school system, and not an annex to it. Such a union should extend the beneficent results of a practical education to the greatest number of pupils possible. It would secure the best supervision, it would avoid local clashing between two sets of institutions under the same insular management, and finally it would result in a great saving in money to the department, both in the matter of plant and of teachers' salaries. The country pupil needs to be taught the use of hammer, square, and saw, and the town pupil all the garden craft that the circumstances of the school will permit.

The department of education should not be satisfied until this new education of practical life has quickened every school in Porto Rico.

F. M. PENNOCK.

RIO PIEDRAS, P. R., *June, 1902.*

REPORT ON ERECTION OF NEW SCHOOL BUILDINGS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 2, 1902.

SIR: On January 1, 1901, the supervisors were informed that the department stood ready to erect in each of their districts a first-class one-room frame rural school complete in every respect and furnished throughout. This was the beginning of the work of erecting school buildings in Porto Rico. In response to this notice propositions were received from nearly all municipalities on the island, some offering as

many as four and six locations. Each and every location or site offered was inspected time, and at many points where all sites offered were rejected I have inspected other locations until a suitable one was found that could be obtained without working a hardship on the municipality, many of which had no money to pay for land, but hoped to raise some by subscriptions. All were eager for the buildings, and much regret was expressed by those that were not recognized at that time. At this inspection and at each time since that property has been inspected for school purposes the matter of transferring property to the people of Porto Rico has been gone into in detail with the representatives of the municipalities. The law so far as known has been, and in each case is, fully explained to them. The formalities necessary to be complied with before deed can be drawn have also been brought to their attention, and the greatest stress laid on the fact that no land for which a clear title can not be given will be accepted by the department. It was and still remains a fact that it is on this point—on the transfer of property with a clear title—that our greatest obstacle lies. The most serious delays here occur at the beginning of the work on every school building projected in Porto Rico. No contractor is permitted to begin work until the deed for the property is in my possession, and the title known to be clear. From the time work opened to June 30, 1902, 20 one-room frame buildings have been erected and completed at an average cost of $1,667.67, exclusive of office and traveling expenses. The actual cost varies as the location of building is inland or on the coast. Transportation of lumber alone, by cart, at from $20 to $25 and even $40 per 1,000 square feet, is a big item, and these are the ordinary charges. In addition to the above, 2 two-room frame graded school buildings have been erected at Peñuelas and Juana Diaz, and another two-room building of brick at Lares. Eight four-room brick buildings have been erected at Humacao, Caguas Coamo, Aguadilla, Manatí, Yauco, San German, and Guyama; 1 six-room building at Arecibo, and 2 ten-room buildings at Fajardo (stone) and Mayagüez (brick). At Yauco, Guayama, and Mayagüez there being water supplies, sanitary plumbing was placed in each building. At Río Piedras, in addition to the building, we have constructed 2,200 linear feet of macadam road, with stone gutters on each side and necessary culvert; built iron fence with cut stone posts at each entrance, and on each end of front property line.

The campus, centered in low point near front line and was constantly wet and soggy, has been blind ditched, and is now dry at all times. The entire campus has been plowed and graded, some terraces sodded and some surfaces on the level have been seeded in grass. A sewer has been constructed from building, 2,550 feet long, to carry off waste.

Plans and specifications for all buildings erected by the department have been prepared in this office.

The inspection on brick buildings has been done well by my assistants, that of frame buildings being done by me. In this connection I wish to state that I believe, no matter how perfect the plans or how close the specifications may be drawn for any public building, if the inspection is not thorough and honest the work suffers. I believe I have chosen wisely my assistants; that they have not only driven the work as fast as it was possible for it to go, but have looked after the interests of the department at all times, with the result that no accidents have happened to either employees or others. The work has gone forward under the most trying circumstances, as a record of thirty-two completed and four nearly completed buildings in fourteen months will testify, and that the work has been thoroughly and honestly done. The Spanish and Porto Rican contractors who have done most of our work have no organization; they have no foremen who are worthy of the name, and know little of following plans and specifications. They wonder at our requesting them to lay brick and to mix mortar and cement a certain way. Often they state that to do work in their way "is good enough." The contractor secures two or more contracts, widely separated. He then places some man in charge; some brick, lime, sand, and cement are delivered, and the foreman told to go to work, the contractor sitting up at the hotel or returning to his home. What does the foreman know about laying out the work, or the majority of contractors here, for that matter? Nothing. Then the inspector steps in. He lays off the work. He directs here, and assists there, and in half a day matters are straightened out and the excavation can go on. And so it is all through the work, tearing out defective work here, and keeping an eye on everything elsewhere. The contractor, if he did not leave before the building was laid off, goes immediately after. The more contracts he has the longer he remains in the capital or Mayagüez, where none of his work is and the harder it is to get him on any job. This may seem strange, but it is absolutely true. Were we not to assist the contractors, more serious delays would occur than we now experience. Our delay, now, is in securing material. Without our assistance and pushing the men

would linger indefinitely over the job. This makes extra work for the inspect but their instructions are to assist wherever possible; to never permit defective w to be placed, even though they intend tearing the same out, as this causes delay, to push all forward as rapidly as possible, but never at the expense of the buildi To these men who spend their days on the work, who live wherever their duties them, who travel over mountain trails in all kinds of weather without compla who are always on time, and who have the work constantly at heart belong credit for all that has been done. They have been faithful from first to last, an have no hesitation in saying I never worry over the work when they are present. appreciate their services, and I trust you will do likewise.

A statement appears in the text of the commissioner's report showing each bui ing contracted for; the buildings completed in year ending June 30, 1902; the bui ings completed in year ending June 30, 1902, and those under construction projected.

Very respectfully, CHARLES G. POST, *Architect.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

REPORT OF THE EDUCATIONAL CONFERENCES HELD BY COMMISSIONE LINDSAY, ASSISTED BY DOCTORS RUSSELL AND HENDERSON.

On the 15th of April the honorable commissioner of education, Dr. Samuel McCu Lindsay, accompanied by Dr. James E. Russell and Dr. C. Hanford Henderson started around the island of Porto Rico with the intention of holding a series of edu cational conferences for the benefit of Porto Rican teachers. Dr. McCormick, of R Piedras, and myself accompanied the party, acting as interpreters for them.

As mentioned above, the party left San Juan on the 15th of April, at 6.30 a. m. and arrived at Manatí at 9 a. m. The supervisor of the district, Mr. José L. Fajardo, was at the station with nearly all the teachers of the district; also the mayor and authorities of Manatí. The children of all the public schools also came to the station to meet the commissioner and his party, and they all paraded from the station to the town. The party took breakfast at Mr. Fajardo's residence, and afterwards went to the dedication of the new school building, which is on the main plaza of the town. Nearly all the town was out to take part in an event which Porto Rico was not accustomed to see in olden times, and which has become very familiar since the American occupation.

The general appearance was very pleasing. All the children were dressed neatly and cleanly, and in their manner anyone could see the interest that each of them had in the opportunities for education. At 9.45 o'clock the honorable commissioner raised the flag on the new building, and the children sang "The Star Spangled Banner." After this he addressed the people in general, telling them how long a time was employed in building this schoolhouse, the cost of same, and expressing his earnest desire to have many more schoolhouses constructed in Porto Rico. He also spoke of the aspirations of the people for statehood, and said that the only way to reach that end—that is, to become a State of the United States—would be through the public school and when all the people knew how to read and write. Then the commissioner delivered the schoolhouse to the local authorities, entrusting them with the care of the building, to which the mayor responded and thanked the commissioner, and promised to be a faithful keeper of the new "temple of wisdom."

After this a meeting was held in the new school building, which was crowded to its utmost capacity. Dr. Henderson addressed the audience, giving them an idea of what manual training was, and also speaking about industrial schools. Dr. Lindsay made a few remarks on education, and stated that the meeting had been exclusively for the children of the school and that in the afternoon another meeting would be held for the benefit of the teachers.

At 2 o'clock the teachers assembled at the schoolhouse again, and Dr. James E. Russell addressed the audience. He spoke on discipline and order, and his remarks were very highly appreciated by all. He said that he only knew one place where everything was quiet and noiseless, that was the cemetery; and he also knew another place unique for a great deal of noise, that is a lunatic asylum, and that the school was neither a cemetery nor a lunatic asylum; so in order to know whether a school has good discipline or not was when the children are more or less interested in their work. If they are interested and busy, there certainly exists discipline and order. His speech made a very good impression on all of the teachers of this district.

Dr. Henderson then spoke on industrial and manual work. The commissioner closed the exercises by addressing the teachers and giving them words of encourage-

impressing upon their minds that a teacher does not work only for the salary for the good results that he or she may obtain in the school, which is the greatest faction in store for those who dedicate themselves to educational work.

he party left Manatí at 3 o'clock, arriving at Arecibo about 5 o'clock. We were at the station by the president of the local board and the supervisor, Mr. Lutz. angements were made as follows: Meeting at the theater of all teachers, and esses by the commissioner and his party, and the visiting of the schools on the morning. After going to the hotel, promptly at 8 o'clock we went to the theater, re we found a large gathering composed of the children of the school, citizens of ibo, all the city council, the local school board, and the mayor of the town. The rises were opened by Dr. Lindsay, and he was followed by Dr. Russell and Dr. derson. Dr. Martinez Rosello closed the exercises with welcome remarks to the missioner and his party, and he stated that the only way of becoming a star in United States flag would be by educating the people.

he next morning after visiting the new schoolhouse, we took the train for Camuy, ing Arecibo at about 10.30 a. m. We arrived at Camuy at 11 o'clock, and ough a good breakfast had been prepared for the party, we were in a hurry to h Quebradillas in order to dedicate the rural school, and could not make a regular . However, the party was detained at the main plaza of Camuy where many ple were congregated with the mayor and the children of the schools of that . It was really a pretty view, and, of course, a few educational remarks were e by the commissioner and his party. We took carriages immediately for Que-illas where we were met by the city council and mayor of the town, also the lren of the schools. The mayor accompanied the commissioner and his party to kfast, after which we went to the rural schoolhouse, which is just on the road to dilla, about 1½ miles from the town. This school is named after Horace Mann. the commissioner had raised the flag and the children had sung our beautiful , "The Star-Spangled Banner," the commissioner gave them some information gard to the cost, time of building, and total amount invested upon the school-. Dr. Russell then spoke congratulating the children of the town upon having a nice rural school, stating that the exercises had made a deep impression ise there was a large school in connection with Columbia University of New City which also bears the name of Horace Mann. After his speech he asked ildren to wait a minute before going into the school as he would like to take picture in order to show it to the pupils of his school, and in exchange prom-o send them one picture of Horace Mann School. Then the school was opened e pupils and Dr. Henderson spoke for about twenty minutes on manual train-He made this statement, that the prettiest thing he had seen in the island of Rico was the royal palm, as it stands so firmly rooted in the ground and rises ight in the air with leaves spreading out toward the heavens. Such a strange nd such a beautiful one ought to be taken as a model for men—that is, that the en should grow strong and be loyal, resembling somewhat the beautiful royal and they must be sound in body and sound in intelligence. The commis-closed the exercises and we proceeded toward Aguadilla. About 6 leagues Aguadilla, Supervisor Mr. Wells and all teachers of the district were on horse-waiting for us. We arrived at Aguadilla at 7.30 p. m., and rested that night. ocal board and the alcalde came to the hotel and presented their respects to mmissioner and his party. Arrangements were made as follows for the next Dedication of the schoolhouse in the morning at 9 o'clock, a conference in the oon in the hall of the casino of Aguadilla. The next day, promptly at 9 o'clock, e children formed a parade, together with a band of music. The commissioner is party went direct to the schoolhouse, a building of four rooms, and the flag aised by the commissioner of education, the children singing, "My Country, f Thee" and "The Star-Spangled Banner." The commissioner addressed the e. The crowd was so large that they could not go into the schoolhouse, and fore the speakers had to address them from the balcony of the school building. the afternoon a pedagogical conference was held at the Casino Hall. All the ers and a great many others attended. Pedagogical speeches were made by ussell, Dr. Henderson, and the commissioner. Mr. Viñas closed the meeting anking the commissioner and congratulating the people, especially the teach-pon the opportunities that they have had of learning something of the rican methods of teaching.

5 p. m. the party left Aguadilla and proceeded to Mayaguez, arriving at 8.30. party was met at the station of Mayaguez by Supervisor John Mellowes, and taking quarters at the hotel the party rested until the following morning.

the following day at 8 a. m. we proceeded to the dedication of the Farragut ol, where the commissioner addressed the people and the school children, and

delivered the school into the hands of the mayor, Mr. Fajardo. The mayor thanke the Government for the fulfillment of its promises, and promised also to take th best care of the school. From there the children marched to the theater, where th president of the local board, Mr. Basora, made an eloquent speech, and gave also biography of Farragut. Speeches were made by the commissioner, Dr. Russell, an Dr. Henderson. The exercises were closed by the mayor of Mayaguez.

The 1.30 the party proceeded to Cabo Rojo. The mayor of the town, togethe with supervisor, Mr. Miller, met the party a few miles outside of Cabo Rojo. W arrived at the beautiful "hat town" about 2.30, and a big pedagogical meeting wa held. This town has been most enthusiastic in its educational work, as is also tru throughout the whole district of San German.

After the meeting we proceeded to San German, arriving about 8 p. m. The part was directed to the theater, and another meeting was held. The building was over crowded, and the speeches were received with a great deal of enthusiasm. Th Longfellow Graded School was dedicated the next morning, and the party continue on its itinerary, stopping at Sabana Grande, where a beautiful parade of school chil dren was seen. The dedication of a little rural school of that town took place.

The party next stopped at Yauco, where a pedagogical meeting was held, leaving o the following morning for Ponce, where three pedagogical meetings took place at th theater. The programmes of these meetings were very fine. The children of th public schools took an active part in the exercises, and the children of the kinder garten attracted special attention from the public.

As the party by this time had been rather tired by the continuous trips and the excessive heat, it was decided to return to San Juan, stopping, however, at Coamo where the dedication of a graded school took place. The commissioner and his party were exceedingly pleased at Cayey, where the children of the public schools presented specimens of their work.

We arrived at San Juan about 4.30, with the assurance that the tour had been a complete success.

A. F. MARTINEZ, *Interpreter.*

EDUCATION PROBLEMS IN PORTO RICO.

I. REPORT OF DR. HENDERSON.

1731 NINETEENTH STREET NW.,
Washington, D. C., April 4, 1902.

My DEAR DR. LINDSAY: I hereby submit a formal letter of suggestion in regard to the introduction of organic education into the schools of Porto Rico. By the term "organic education," I mean the cultivation of the bodily health and faculties of the children for the double purpose of improving their individual power and their social efficiency.

The most important phase of this organic education is to be found in manual and industrial training, dealing as these schemes do with the training of the hand and the eye and with the increase of industrial capacity. I would emphasize, however, the fact that important as this special training is, one must nevertheless regard it as a part of that larger process which I have termed organic education.

For convenience of reference I have gathered my suggestions under separate headings. They present only a bare outline of very large topics. If they prove helpful I shall be extremely glad, and I shall want you to call upon me very freely in the future whenever you feel that I can be of the least service.

Very cordially, yours,

C. HANFORD HENDERSON.

Dr. SAMUEL M. LINDSAY,
Commissioner of Education, San Juan, P. R.

PHYSICAL CULTURE.

The first condition for good education and efficient social life is sound health. This is true in all parts of the world, but it is a truth to be especially remembered in Porto Rico. From Dr. Brumbaugh's report, and from my own observations, I gather that the average health of the Porto Rican child is below that of the average child in the States. The Porto Rican children appear to me quick, earnest, bright-eyed, but somewhat lacking in that sturdier muscular strength needed for the

accomplishment of the best intellectual and social tasks. I would, therefore, urge upon the department of education the advisability of introducing physical culture into the schools of Porto Rico at the first possible moment—that is to say, at once.

This can be done effectively at a very slight expense. No material equipment is needed. The Swedish gymnastic, which I am about to recommend, requires no apparatus whatever in its earlier stages, and later only such simple wands, ladders, and horizontal bars as can be provided on the spot at nominal cost. In fair weather the drill may take place out of doors; in rainy weather it can be carried out in any ordinary schoolroom. The only requisite is knowledge and enthusiasm on the part of the teacher.

To prepare the Porto Rican teachers for giving physical culture intelligently I would propose the immediate employment of a first-class man who has had at least two years of special instruction in the Boston Normal School of Gymnastics, the Sargent Gymnasium, or some other institution devoted to the preparation of teachers of physical culture. This instructor might begin his work at the Summer Normal School by giving each day a thirty-minute drill to all of the teachers and students there assembled, not only instructing them in the movements themselves, but also in the proper way to carry out these movements with the children. This summer work would be a good beginning, and would also add to the health and efficiency of the normal students themselves.

With the beginning of the regular school year in the autumn, I would advise that the instructor of physical culture begin a tour of the entire island, stopping in each school district from one to four weeks, giving instruction to all the teachers of the district on Saturdays and afternoons, as could best be arranged, and also holding at each school one or more model drills tended to arouse the enthusiasm of the children, and to show the teacher how such drill could be effectively carried out. I would also recommend that a first-class book on physical culture be placed in the hands of each teacher, and that each teacher be made personally to feel that the physical well-being of his children would be considered as an important element in estimating the efficiency of his work.

It will be seen that this scheme can be carried out at comparatively little cost. A competent instructor could be obtained at a yearly salary of not more than $2,000, and possibly less. I would, however, recommend that the best possible man be obtained for the post. One good instructor would be worth infinitely more than a dozen incompetent ones. This must be borne in mind in fixing his salary. If such a man remained on the island but two years, the expense for his services and for books need not exceed $5,000 in all. If he be an earnest man, preaching not only the physical joy of perfect health, but also its moral significance in increasing the possibilities of good work and service, I can not imagine how the same sum of money could be better expended. I shall be in Boston the latter part of April. If the commissioner so direct, I will take great pleasure in trying to find a competent instructor of physical culture for Porto Rico.

Finally, I would strongly recommend that after some acquaintance with the life conditions on Porto Rico, the instructor of physical culture should, with the help of the department of education, prepare a plain and practical circular letter addressed to the parents of school children. This letter should call attention to the grave importance of good health and should point out the practical ways in which the home can cooperate with the school in securing this result. It should take up the question of proper food, of daily baths, of clothing, of hours of sleep, of exercise, of the maintenance of a friendly mental atmosphere, and of all other matters which have to do with the daily life of childhood. Remembering the poverty of the island, these suggestions should all be rigidly simple and of such a character that the poorest parent would not feel discouraged in trying to carry them out. The absence of both tubs and shower baths need not discourage the habit of the daily bath. For the boys there may be a neighboring stream or river; for the girls a simple sponge bath from a tin basin.

The same principles should be applied to recommendations covering food and clothing. The circular letter should recommend the best foods obtainable in that locality; it should consider the question of clothing from the local point of view. I am myself under the impression that it is better for the children to go barefooted, and particularly in wet weather. Since the majority can not afford rubbers and, at best, only very flimsy shoes, it is clear that the bare foot will dry sooner and remain in a healthier condition than the foot inclosed in a poor and leaky shoe. I mention this detail only to suggest that a wise instructor of physical culture will always bear the prevailing poverty in mind and will not allow his northern ideas and enthusiasms to lead him into recommending the unattainable.

It might be made a part of the direct work of the instructor, or it might be include in the circular letter, to make efficient provision for the correction of special organ defects, notably those of eyesight. The examination of the eyes of the school childre should carry with it when necessary a prescription for glasses, and, to be practica some channel would have to be provided through which good glasses could b obtained at nominal cost.

In closing this division I can not refrain from once more calling attention to th immense power for practical good that such an instructor might be.

MANUAL TRAINING.

Manual training having to do with the culture of the hand and the eye, and consequently increasing both the brain power and the industrial capacity of the child will eventually be introduced into all of the public schools of Porto Rico. At the present moment, however, I believe that such an attempt would be unwise. The equipment of a school workshop is an expensive matter, and the work is only helpful when it is in the hands of a competent teacher. When manual training is introduced into a school with poor equipment and poor teaching, it not only fails to justify the time and money devoted to it, but it creates a prejudice against this work in the minds of both the children and the parents, a prejudice which makes very difficult the later introduction of a truer manual-training work. I believe, therefore, that no immediate attempt should be made to introduce manual training into the schools of Porto Rico, but that the resources of the department of education should be directed toward the establishment of one excellent manual-training high school at one of the larger towns on the island and of one excellent industrial school at either Ponce or San Juan.

I would recommend that the manual-training high school offer a course of three years' instruction, and that it be open to boys and girls who have completed the eighth grade in the public schools or who can present evidence of similar preparation and are of a suitable age. No boy or girl should, I think, be admitted under 14 or, at the utmost, under 13 years of age. I should regard 15, or even 16, as still better. One-half of each day should be given to manual instruction and one-half to simple high-school work in language, mathematics, and science. In both cases the work should be simple and thorough. The temptation in such enterprises is to be overambitious, and in this connection I would point out that the course of study in the San Juan High School, as outlined in Dr. Brumbaugh's report, has this defect of overambition. For example, trigonometry is offered in the second year, when in our best American high schools it is not given until the fourth year, and then only as elective.

If we assume six daily periods of forty-five or fifty minutes, we shall have thirty periods a week. I would recommend they be distributed as follows:

	Periods.
Manual training	10
Drawing	5
Mathematics	3
Science	4
Language, including English, Spanish, history, and civics	8

Under the head of manual training, I would recommend that the first year be devoted by both boys and girls to simple bench work in wood and to plain sewing; during the second to wood turning, pattern making, and wood carving for the boys and dressmaking for the girls, and to clay modeling and the elements of cookery for both boys and girls; during the third year to either practical carpentry or the elements of metal work, such as fitting, filing, and simple machine-tool work, for the boys and to dressmaking, cookery, and nursing for the girls.

In the matter of drawing, I would recommend during the first year simple free-hand work and the elements of mechanical drawing; during the second year the continuation of the same work with the addition of design; during the third year the same with the addition of work in color.

The mathematics should be simple and thorough, and should cover elementary algebra, plane geometry, and, if possible, solid geometry and the use of logarithms, but should not undertake anything more advanced. Indeed it would be better to omit the solid geometry and give the elementary algebra and plane geometry thoroughly than to give all three branches and have them touched with superficiality.

In science I would recommend that the three years be devoted successively to natural history, to physics (with special reference to electricity), and to elementary inorganic chemistry.

In language it would seem to me unwise to attempt either Latin or Greek, or indeed any foreign language, except English. However, if it should happen that the children are well enough advanced to have all of the instruction in English, some time, perhaps two periods a week, should be devoted to Spanish and Spanish literature. The civics could be made a most important branch of social and moral instruction. The history sequence ought to depend upon the work done in the lower grades, but in any case I would recommend extreme concentration—the devotion of one year to one subject, such as ancient history, mediæval history, or modern history. I have found in my own experience great good results from having the work in language and literature made parallel to that in history.

I offer the above curriculum merely as a suggestion, and to throw further light upon the subject I have written to a number of manual-training schools in the States asking them to send their catalogues to the commissioner of education. I would especially urge that this one manual-training high school be made excellent and thorough. This will best further the ultimate progress of manual training in the island. It would naturally be an important part in the purpose of such a school to have its best graduates become teachers of manual training in the graded and rural schools. If such prospective teachers could have one extra year of instruction in psychology, methods of teaching, the development of models suitable for the lower schools, etc., either at the manual-training school itself or at the Rio Piedras Normal School, it would of course be a great advantage.

As I have said, the introduction of manual training into the lower schools will require a large expenditure both in the way of material equipment and trained teachers, but this movement ought to be borne in mind nevertheless from the very start. The models sent to the department by Mr. Gustaf Larsson, of the Sloyd Training School in Boston, cover a graded course of instruction for the lower schools. The initial work is done with a simple sloyd knife—is, indeed, a process of educational whittling—and will naturally be one of the first forms of hand work introduced. A beginning might be made by the introduction of this simple knife work and plain sewing into some of the stronger graded schools in the larger towns. This might be accomplished in a manner similar to that proposed for the introduction of physical culture. A trained sloyd teacher might be employed to give lessons during the summer to a small selected group of teachers and to follow up this course by one or two weeks of peripatetic teaching and organizing throughout the island. The same might be done for sewing by the introduction of a trained teacher from the States. So large a movement as the introduction of manual training into Porto Rico must, of course, be content to start with small beginnings, but my great point is that it must be in competent hands and with suitable equipment, and must not be introduced in such a way as to disgust even its friends and make its further progress difficult.

Finally, I would suggest that the department of education, by means of exhibits at the central office, by photographs, by journals, and by the dissemination of modern literature bearing on the subject, shall do all in its power to create a sentiment in favor of manual training, and to seek to arouse the native teachers to qualify themselves along these lines.

INDUSTRIAL EDUCATION.

The traveler in Porto Rico notices with surprise two apparently incongruous elements—the wealth of nature and the poverty of the inhabitants. Furthermore, when he comes to move among the shops and to seek some articles characteristic of native workmanship which he may carry away with him as souvenirs, he is impressed on all sides with the meagerness of the display. Beyond a few trivial articles in parquetry, the crudest sort of pottery, and the one article of industrial promise—straw hats—I believe that Porto Rico has almost nothing to show in the way of home manufactures. With a population of a million people and a home market which will, with the improvement in the standard of living, be many times as active as it is, it would seem that Porto Rico has every inducement to turn her attention to a more industrially creative life. It is unnecessary to point out that by staking her all upon a few agricultural products, such as coffee, sugar, and tobacco, she is not only losing the benefits of a more diversified industry, but is also exposing herself to abrupt hardships when one or more of these crops fail. The position of Porto Rico, separated by hundreds and even thousands of miles from the great factories of the world, makes it still more advisable that she should turn her attention to the supplying of her own daily wants. I would then recommend most strongly the introduction of industrial education into the island, and with equal emphasis would urge that that education be directed toward the production of articles needed on the island itself, rather than to articles for export.

Industrial education, it seems to me, should be as practical and local as possible. While I should like to see many industrial schools established throughout the island

I believe that the important problem is the establishment of one excellent industrial school which shall offer a high standard for all schools to be established later. I would recommend that this industrial school be established at one of the larger cities. In fairness it ought to be given to one of the cities not selected for the site of the proposed manual-training high school.

For the present I would have no entrance requirements, beyond suitable age and normal bodily and mental power. I would devote the school entirely to the bread-and-butter problem, to the production of skilled workmen, who could turn out manufactured articles needed on the spot, and who would take a pride in doing this honestly and well. To make the school most practical, the instruction ought to follow the lines of greatest human need—the need for shelter, clothing, and food. It might be well to develop the trades under these heads. Under "shelter" the school would teach carpentry, bricklaying, stone, plaster, and concrete work; under "clothing" it would teach tailoring, dressmaking, hat making, and weaving, and under "food" it would teach cooking, baking, and practical agriculture. I suggest this only as a bare outline.

Beside the satisfaction of these more primitive wants, there would come the more strictly industrial work in the teaching of those trades which have to do with the manufacture of necessary articles. Under these headings we would have furniture and cabinet making, boat building, carriage making, shoemaking, harness making, tanning, and general machine work, together with brick and pottery making and possibly glass making.

This list can be extended indefinitely, as the material resources of the island become better known. But the work of the first industrial school should be limited, I think, to the teaching of perhaps half a dozen distinct trades, and these should be selected with strict reference to two factors, the immediate needs of the home market and the raw materials supplied by that particular locality. I would recommend that two trades be selected under the head of building, two under the head of manufactured articles, and two under such headings, say clothing or food, as would provide an opening for women and girls. By way of suggestion in the establishment of such an industrial school I have asked a number of schools in this country to send their catalogues to the commissioner.

It would be an excellent policy to select the most promising graduates of this industrial school as teachers in schools subsequently to be established.

Although I would make this first industrial school strictly a trade school, it is unnecessary to add that instruction should also be given in simple reading, writing, and arithmetic to those who have not already gained these elements of an education.

ÆSTHETICS.

The eye is one of the most important of the bodily faculties. During the entire waking day it is subject to impressions. Other faculties rest; the eye only in darkness or in sleep. The cultivation of the eye is recognized as a vital part of organic education. In the fine arts, in manual training, and industrial work it is a necessary organ. Now, in education we wish not only to train the eye to correct judgments of distance, dimension, form, and color, but also to an appreciation of that intrinsic suitableness which makes an article pleasing and beautiful. We wish this not only to secure the greater worth of the manufactured article, but also to create a higher type of individual. I would strongly recommend, therefore, that all the organic work—physical culture, manual training, and industrial training—should consider the fostering of a sense of beauty to be an intrinsic part of its work. It is worth while to point out to the children the greater beauty of a strong, erect, healthful person, the greater worth of well-proportioned and artistically decorated handiwork, and the increased morality of beautiful and attractive home surroundings. The teachers can do much in this direction if their attention is only called to the importance of beauty.

The lessons in æsthetics which I have just been recommending can be greatly furthered if the schoolhouses and school surroundings are made as beautiful and attractive as possible. Beauty is a matter of form and color. The beautiful school building is therefore no more expensive than the ugly one, but it does require æsthetic perception on the part of the designer. The best of the old Spanish buildings in Porto Rico are well adapted to local material and local conditions. They should, I think, be taken as models for the newer schoolhouses. I feel that the school buildings already erected by the department of education are not a success from the æsthetic point of view, and that by continuing to erect these bare and unsightly buildings the department will sacrifice a large opportunity for bettering the *island.*

I would recommend, therefore, that the department formulate its building needs under such heads as rural schools, graded schools, and high schools, and present these problems either to a specially engaged architect who shall spend several months on the island studying materials and other local conditions, or else shall offer these requirements as problems to one or more of our first-class architectural journals.

The cost of building school buildings in Porto Rico must seem to an American visitor excessively high. It would be worth while, I think, for the department to consider the question of purchasing artistic portable buildings in the United States and their transportation to Porto Rico. I believe that the rural schools especially might in this way be erected more cheaply and more effectively than by local workmen. To this end I have asked an architectural friend to have catalogues of portable buildings sent to the commissioner. When the industrial school is established and native master builders are turned out, it may be well educationally to pay more for a home-made building than for an imported one, but I think that condition does not prevail at present.

I noticed also that the surroundings of the new school buildings were unnecessarily ugly. It may be that with such a crying need for more schools the department is not justified in spending much money for outside improvements, but the teachers might be encouraged to ask the help of children and neighbors in making those improvements which cost only loving care. The grounds might be graded, trees and plants set out, and other efforts made to give schools an attractive setting.

These comments are not made in any spirit of unfriendly criticism, for I have a profound admiration for what the department has already accomplished in Porto Rico, but merely in the hope of still better results.

HIGHER EDUCATION IN PORTO RICO.

With from 250,000 to 300,000 children of school age on the island and only 55,000 of them at school, the vital problem for education in Porto Rico is naturally the provision of a sufficient number of lower schools to meet the needs of all these children. It is, however, true that the quality of instruction in any public system is greatly influenced by having the lower schools tributary to high schools and the high schools tributary to colleges and technical schools. I think, therefore, that the establishment of higher education in Porto Rico should not be looked upon as a luxury for the somewhat distant future, but should be regarded as a necessity in the attainment of sound elementary instruction. The teachers must be quickened by intellectual life higher than that of their own daily routine. There must be a source of supply of good teachers. There must be the introduction year after year of educated men and women into the community life to uphold the cause of education and to lend a hand to the maintenance and improvement of the schools. Whatever may be done for the cause of education in Porto Rico, it will remain true that the schools can not be permanently better than the community itself wishes them to be. These considerations make me feel that the cause of elementary education in Porto Rico will be greatly furthered by the immediate or speedy establishment of higher institutions of learning.

I would then recommend the establishment of a number of strong high schools throughout the island and as soon as possible the creation of a sound and not too ambitious national university.

SOME POLITICAL CONSIDERATIONS.

The school problem in Porto Rico is intimately connected with the political situation. I may not, therefore, apologize for closing my letter with a few brief remarks of a political character.

The burning question to-day in Porto Rico is the question of territorial organization and subsequent statehood. Two courses are open to the Government—to effect this organization immediately, and so satisfy the present aspiration of the Porto Rican people, or to delay such organization for five or ten years, or indefinitely. What will be the educational significance of both courses?

Territorial organization would mean, among other things, the suppression of the present executive council and the withdrawal of skilled American service from the state and the school. With Porto Rico a self-governing territory or commonwealth, it is not to be supposed that she would continue to employ the services of high-priced and efficient American specialists. In the first place, the Porto Ricans have a natural turn for politics, and seek office quite as naturally as do our own American citizens. In the present state of intelligence in the island, under existence of strong personal pressure and influence, public positions would inevitably be filled by native Porto Ricans. In the second place, in view of the present poverty of the island and the

smallness of the annual budget, it is not to be supposed that a strictly insular government would feel justified in paying the larger salaries demanded by American professional men. Consequently the erection of Porto Rico into a Territory or State would mean the withdrawal of American skill from public offices and the conduct of affairs along the slower and less advanced lines of the old régime.

If, however, territorial organization and statehood be delayed for a period of years, it will be possible to effect great progress in the social and educational life of Porto Rico. The best of her citizens are naturally restive under such tutelage. If they represented the average inhabitant their claim for immediate self-government would be entirely just. But with 80 per cent of the population illiterates it must be confessed that the withdrawal of American skill and influence would mean a tremendous loss on the side of progress. What I want to point out, however, is that this period of tutelage is only justified from the most ideal point of view if the Federal Government utilizes its opportunity. I do not feel that it is doing so at the present moment. Merely to keep things running in Porto Rico and to spend the very small insular budget is not to render that full service to the island to which we are morally committed. The island is lamentably poor, not in natural resources but in present possessions. To come within a reasonable time into that decent wealth which makes a fair education and social life possible, Porto Rico must receive outside help. An educational system is to be created. It is almost virgin territory. This can not be done with any degree of speed and effectiveness by relying solely on insular finances. The Federal Government, to justify the American occupation of Porto Rico, must exert itself actively in its behalf, and it can only do this through the expenditure of somewhat large sums of money. Suppose that the Government put off territorial organization for a definite period of years, say for ten years, and pledged itself during that period to an annual appropriation of $1,000,000 for school purposes. Suppose the General Government, with a credit so high that it can borrow unlimited quantities of capital at 2 per cent or less, should surround the island with a well-equipped standard-gauge railroad, should cross it at several suitable points, and should construct adequate tributary highways, it would be doing something not only within its province and easily within its power, but also something to justify the partial bondage in which the island rests and something which would, through increased prosperity, increased valuation of property, and increased commerce, amply justify itself on strict financial grounds.

It must be remembered that in spite of the manifest advantages of the present American administration the Porto Ricans are meanwhile losing those practical lessons in self-government which we of the States hold to be so essential to American citizenship. It is a loss not justified unless made good by more active measures for their betterment than we are now taking. If we continue to hold the government of Porto Rico in the hands of the General Government on the ground that Porto Rico is still a child and not a full grown man, we must be consistent and treat it as a child. A child is not self-supporting. The ground of parental authority involves the duty of parental maintenance. I can not but feel that the work now being done for Porto Rico by the General Government is pitiably small compared with what it might and ought to be.

The restlessness noticeable in the Porto Rican public mind which results from the uncertainty of Porto Rico's status ought, I think, to be removed by definitely postponing the creation of statehood for a period of ten or more years, accompanied by equally definite and practical measures for fully utilizing this period for the betterment of the island.

Finally, it seems to me that the Porto Ricans have just ground for complaint in their entire absence of political status in the world at large. They are inhabitants of an island, but citizens of no country. If they go abroad they may not even claim a passport from the United States Government. Their position is unnecessarily and indefensibly trying. A special act of Congress could make the Porto Ricans citizens of the United States quite regardless of the subsequent question of territorial organization and statehood. This granting of citizenship would, I think, do much to win the affection of the people and would be a matter of simple justice. It seems to me that the department of education can not escape an active part in attemping to mold the present political situation. I feel that it is an important advantage that the commissioner of education is at the same time a member of the executive council and bound therefore to occupy himself with political as well as strictly educational issues. I trust that he will be able to hasten the granting of distinct citizenship to the inhabitants of Porto Rico; that he will be able to defer the granting of statehood for a distinct and stated period; and most important of all, that he may be able, through largely increased revenues from the Federal purse, to more than justify the present parentalism at Washington.

II. Report of Dr. Russell.

While Dean Russell did not submit any formal report on the results of his observation of school work in Porto Rico, he very kindly consented to examine critically the report submitted by Dr. Henderson, and to indicate the points in which he was in accord or disagreement with the views so fully and ably presented in Dr. Henderson's report. The following is a copy of his letter under date of May 9:

TEACHERS' COLLEGE, COLUMBIA UNIVERSITY,
New York, May 9, 1902.

DEAR DR. LINDSAY: I have read with pleasure Dr. Henderson's letter giving the views of the situation in Porto Rico. I can very heartily second the most that he has to say. In one respect only would I be inclined to differ with him—on the matter of manual training. I believe it is practicable to have manual training all the way through the elementary schools, and I shall be sending you—probably by the next steamer—a small exhibit, which I have been able to gather up from the children of the Horace Mann school. Dr. Henderson's idea of manual training is very different from mine. In my opinion it is something far different from sloyd. It is work of a nature which affords an introduction to the important lines of industrial work in the world. It is for this reason that we have weaving in the lowest grades, which, when properly presented, deals with materials and involves processes, even in its simplest forms, which are important in this country. I can see that textile work pure and simple does not have the same attraction for Porto Rico, but the basketry, cord, and raffia work have a direct bearing upon the hat-making industry in Porto Rico. More than that, you will see that all of our work—woodwork as well as the rest—has a genuinely artistic touch. This element is, I feel, our own contribution to manual training. So far as I know most other institutions are quite contented with very plain and simple work, depending for its educational value on the discipline involved. I maintain that the discipline and training in an artistic piece of work is just as valuable as that obtained in a plain piece of work, and the product has a distinct value of showing the personality of the worker and arousing his interest to the point of his highest possibilities. Therefore, instead of maintaining manual training high schools in Porto Rico I should have manual training in every school from the lowest grade through, and in every high school established I should continue the work of cooking and sewing, and the whole study of the home for girls, and so much of the industrial as possible for the boys.

The industrial schools which he mentions I think are of the greatest value, and I should put them side by side with the high schools where manual training is taught where I could do so—not necessarily in the same town, but on the same basis.

It is certainly true, as he points out, that the greatest economy is to be had in securing the best possible teacher. You must not consider this work with poor men. Let it alone until you have the best.

I see nothing else in his presentation in which I disagree. On the contrary, I think I am in the heartiest accord with it. My only point is that I have no more sympathy with manual training for discipline merely than I have for Greek or English grammar for discipline merely.

Yours, sincerely, JAMES E. RUSSELL.

Hon. SAMUEL M. LINDSAY.
Commissioner of Education, San Juan, P. R.

In addition to the above statement, Dr. Russell, in an interview, a report of which was printed in the New York Evening Post of April 4, made the following interesting observations on the school work throughout the island:

"The present system of education in Porto Rico is insular in its general scheme. The commissioner is a member of the executive council, which controls the entire financial administration of the school system, and certificates all teachers. Each locality has its special school board, charged with the maintenance of the school buildings, the selection of teachers, and the duty of providing homes for them. Whenever they fail to perform this last-named office, they give each teacher an equivalent sum for house rent. All appointments are made subject to the approval of the commissioner. The salaries are paid by the government, which is responsible as well for school supervision and the furnishing of all necessary supplies. The inroads against illiteracy have been powerful. At present, out of a total school population of a quarter of a million souls, about 55,000 are regular attendants of school. While this proportion does not on its face seem to indicate the marked uplifting—over 80 per cent of the population being thoroughly unlettered—a healthy sign of the times lies in the fact that every school is packed beyond its capacity, each with

a long waiting list. It may readily be seen from this statement how much rosier situation would be were the government able to make the necessary appropria for education. But the government is poor, says Dr. Russell, and although al one-fourth of the total income is devoted to public instruction, it is still impos to do even remotely what should be done. 'Dr. Brumbaugh appealed to Wash ton for assistance,' observed Prof. Russell. 'In my opinion an annual appropria of $300,000 during the next ten years would work a wonderful transformation.'

"I should say that the first need in Porto Rican education at the present tim more schools, in order to teach a larger number. The second need is a material provement of the teaching force. The vast majority of teachers are the survivo the Spanish régime. Their standards are exceedingly low, and their methods t that would naturally result from the old lax system of small private schools itinerant teaching. The third need is to counteract the bad influence of the e influx of American teachers. Many of them went to the schools directly from t army life with a continuing spirit of adventure.

"The average teacher at the present time, it should be said, however, in all tice, is earnest and enthusiastic. He is making an excellent use of the opportun already at his disposal, and is ready to take advantage of every new resource. 500 of them attended the last summer session at the capital. These teachers are only improving in Spanish, but are also learning English, and the most gener approved methods of tuition in the United States. On the strength of their inte a normal school has just been established at the capital, and the department of cation is striving earnestly to build it up.

"Industrial work and manual training suited particularly to rural needs, I beli should offer the principal subject matter in Porto Rican education. Its valu already beginning to be recognized in the South. By far the larger part of the e of the masses is wasted through misdirected methods of work and a low standar living. The interests of the island of Porto Rico are and must always be agricult in the main, and instruction, in order to be far reaching, must be based on the r mentary subjects, to be followed by this more or less scientific industrial trainii

SPECIMEN BLANK FORMS USED IN SCHOOL WORK IN PORTO RIC

Public schools of .....
Date .....
Pupil .....
.....
Parent .....
Address and occupation .....
.....
Date of last vaccination .....
.....
Grade this year .....
.....

CLASS RECORD.

Arithmetic	Penmanship .....
Geography	Attendance .....
History	Punctuality .....
English	Conduct .....
Spanish	Health .....
.....	.....
.....	.....

Admitted to ..... Grade .....
.....
Signature .....

Informe mensual del progreso, conducta y asistencia de ....., alumn .. de la escuela de .....

Meses escolares.	Lenguage español.	Lenguage inglés.	Lectura.	Escritura.	Aritmetica.	Historia de los E. U. de A.	Geografía.	Gramática.			Asistencia.	Conducta.	Firma de los padres ó encargados.
1er.....													
2o.....													
3o.....													
4o.....													
5o.....													
6o.....													
7o.....													
8o.....													
9o.....													

Este informe debe llenarse cuidadosamente por el maestro á la terminación del mes escolar poniendo en cada materia la calificación que haya obtenido el alumno, para lo cual tomará el 100 por ciento como la más perfecta, en cada una de ellas. Hecho esto deberá enviarlo á la casa del alumno para que el padre ó encargado de este lo firme y después lo devuelva al maestro, quien lo conservará en su poder, volviendo á hacer lo mismo al final de cada uno de los meses escolares.

Report of ....., grade .....

Session of—	Spelling.	Reading.	Penmanship.	W. arithmetic.	M. arithmetic.	Grammar.	Geography.	History.	Physiology.	Drawing.	Composition.	Algebra.	Literature.			Neatness.	Deportment.	Times tardy.	Days absent.
1st month																			
2d month.....																			
3d month.....																			
4th month.....																			
5th month.....																			
6th month.....																			
7th month.....																			
8th month.....																			
9th month.....																			
Term av.....																			

[FORM N.]

PUBLIC SCHOOLS OF PORTO RICO.

Pupil's work in.....,

..... school, ... district, ... teacher,

..... pupil, ... age.

RECORD OF SUPERVISOR'S VISITS.

..... *School* .....
(Name of school.) (Location.)

SCHOOL DISTRICT NO. .....

Signature of supervisor.	Date of visit.
1.	
2.	
3.	
4.	
5.	
6.	

NOTE.—The principal or teacher in charge will sign and return this sheet by m to the commissioner of education, San Juan, on the last day of each of the thr school terms. Envelopes for this purpose will be sent along with teacher's vouche

I hereby certify that the above record of visits of the supervisor to my school correct.

....., *Signature of Principal or Teacher.*

NOTA.—El principal ó el maestro encargado firmará y enviará esta nota por corre al comisionado de instrucción, San Juan, el último día de los tres términos escolares. Sobres para este objeto serán enviados juntos con las nóminas.

Certifico: que el presente informe de las visitas hechas por el señor inspector á m escuela, son exactas y ciertas.

....., *Firma del Principal ó Maestro.*

SCHOOL DISTRICT NO. .....

....., 190–.

To the COMMISSIONER OF EDUCATION, *San Juan.*

SIR: I have this day visited the following schools, as attested herewith by the signature of the principal or teacher in charge:

Name and location of school.	Signature of principal or teacher.[a]
1.	
2.	
3.	
4.	
5.	

[a] NOTE.—The teacher will see that the date at top of this page is the date on which visit was made. Supervisors will fill out one or more cards for each separate date and also record visit in teachers' roll book.

NOTA.—El maestro debe fijarse que la fecha de este informe corresponde con la fecha de la visita.

This sheet must be mailed by supervisor at post-office nearest to the last school visited on any given date, and whenever possible the date of postmark should correspond to date of visit.

....., *Supervisor.*

[FORM M.]

STATISTICAL REPORT ON TEACHERS.

[Blank to be filled in by the supervisor at the time of his first visit to the school, and to be sent immediately to the field supervisor.]

		Notes and remarks.
Name of teacher		
Present address		
Where born		
Date of birth		
Single or married		
White or colored		
Where educated		
What diplomas held		
Grade of certificate held in Porto Rico		
Has certificate ever been canceled or teacher suspended		
If so, state cause		
Where taught		
When taught		
Present position		
References		
Supervisor's remarks		

[FORM A.—Duplicate.]

SUPERVISOR'S MONTHLY REPORT.

[To be given to the teacher.]

Date of last visit..... Date of present visit.....
Number of hours in school..... Number of classes examined.....
Attendance as per record book..... Actual attendance by count.....

REMARKS.

The above is an exact copy of the report sent to the commissioner of education for the month of .....
(Signed) .....,
Supervisor.

[FORM R.]

TEACHER'S MONTHLY REPORT.

(Page I.)

Municipality.....

School..... Grade .....
Teacher..... Supervisor .....

For month ending....., 190...

1. Total enrollment of pupils at end of month:
White {Males..... Females..... Colored {Males..... Females..... .....

2. Number of pupils admitted during present month:
   White{Males..... Females.....} Colored{Males..... Females.....} .....
3. Number of pupils that left during present month:
   White{Males..... Females.....} Colored{Males..... Females.....} .....
4. Total number of pupils enrolled from the beginning of the school year up to end of the month:
   White{Males..... Females.....} Colored{Males..... Females.....} .....
5. Total attendance for the month.....
6. Average daily attendance.....
7. Total number of days taught during the month.....
8. Per cent of enrolled pupils attending daily .....
9. Average age of pupils enrolled.....

(The above is to be filled out by the teacher at the close of the school month, and handed to the supervisor on his next visit to the school.)

(Page II.)

SUPERVISOR'S MONTHLY REPORT.

This page is to be filled in and signed by the supervisor after examining and verifying the report of teacher on Page I.

Date of last visit..... Date of present visit.....
Number of hours in school ..... Number of classes examined.....
Attendance as per record book..... Actual attendance by count.....

REMARKS.

(The remarks of the supervisor should cover at least the following points: Enrollment, progress, order, method, cleanliness, neatness, sanitary arrangements, condition of the room, furniture, equipment, and the results of inspection.)

I certify that the above is correct, and that I have given to the teacher named an exact copy of this report.

(Signed) _____,
Supervisor.

[FORM S.]

SUPERVISOR'S REPORT.

Supervisor_____

District No. ——. Month ending ———— —, 190—.

Municipalities.			
1. Number of teachers employed during the month:			
Colored—			
Males			
Females			
White—			
Males			
Females			
Total			

Municipalities.			
mber of American teachers employed during month:			
Males			
Females			
Total			
mber of schools in the municipality:			
Principal			
Graded			
Rural			
Total			
ıber of buildings in use for schools:			
Town			
Rural			
Total			
ense to municipality for the month:			
Paid—			
Rent of schoolhouses			
Teachers' house rent			
Incidentals			
Total			
Unpaid—			
Rent of schoolhouses			
Teachers' house rent			
Incidentals			
Total			
Total			
al number of pupils reenrolled during the month:			
White—			
Males			
Females			
Colored—			
Males			
Females			
Total			

(Signed) _____,
Supervisor.

[FORM Q.]

REPORT OF SUPERVISOR ON TEACHERS.

To the Commissioner of Education.

SIR: The following is my mature judgment concerning the teachers of District No....., together with my recommendation concerning them. ————————, supervisor, ————————, 190—.

No.	Name of teacher.	Kind of certificate held.	Ability to teach.	Ability to govern.	Moral character.	Should he teach again?	What position?	Remarks.

Report of committee on papers of examinees for ————————————

Date of examination————————190—

No.	Names.	Kind of certificate.	Spanish language.	English language.	Geography.	U. S. history.	Theory of teaching.	Arithmetic.	Algebra.	Geometry.	Physiology.		Remarks.

DEPARTMENT OF EDUCATION OF PORTO RICO, OFFICE OF THE COMMISSIONER, SAN JUAN.

CIRCULAR OF INFORMATION.

To American applicants for appointment in the schools of Porto Rico:

Practically the only teachers' positions in Porto Rico under the direct appointment of the department of education and open to Americans, are those of teachers of English. In every graded school in Porto Rico there is at least one teacher whose duty it is to give special instruction in the English language to all of the grades. These positions are all filled by American teachers, who are paid $50 per month for a term of nine months. In addition to the salary paid by the department from the insular treasury, teachers are given by the school board an allowance for house rent in no case less than $6 and in no case more than $15 per month. There is no allowance for transportation. Each teacher is expected to pay his own transportation expenses going and returning from the States to San Juan, and also from San Juan to the town to which he may be assigned. The regular fare from San Juan to New York is $50. Both lines of steamers allow teachers a discount of 20 per cent.

Applicants for these positions must be in good health and of upright character. They must be graduates of accredited colleges, normal schools, or high schools, or they must have had a successful experience as teachers under a high-grade state certificate. Such teachers are licensed here without examination.

Some knowledge of Spanish is almost indispensable. A few teachers have been appointed who knew no Spanish at the time of their arrival, but no one should come here unless possessed of an earnest desire to learn Spanish, to understand local conditions, and to be of service to the people. We have no place for adventurers or those who come from selfish motives. The American teachers are well received. The people want English taught in the schools, and if a teacher is sensible, tactful, and earnest, he is sure of a cordial welcome and of sincere appreciation.

The climate of Porto Rico is pleasant and equable, much like that of May and June in the Northern States; but one must be prepared to endure some hardships and must expect some difficulties. Such food and home accommodations as one may have been accustomed to in the States can hardly be obtained here. The teachers soon find warm friends and have a rich reward in the results of good work. Teachers usually have to begin by taking a school in one of the smaller towns where there are few American residents or none. After a year's experience there is often an opportunity of being transferred to one of the larger towns where there are many Americans and American social life.

If you wish to teach in Porto Rico and are willing to devote your entire energy to the school work, and to adapt yourself to the conditions of the people, make formal application to the assistant commissioner of education, giving all of the information asked for on the accompanying sheet. The receipt of this will be acknowledged and the application will be placed on file for consideration whenever appointments are to be made.

Appointments are sometimes made by cable. If applicant receives such a notice, cable reply in three words: "Education, Sanjuan, 'Yes,'" or "Education, Sanjuan, 'No,'" according to whether the appointment is accepted or not.

In proceeding to New York, engage transportation by either the New York and Porto Rico Steamship Company's line or the Red "D" Line. Boats leave New York every Saturday about noon; the two lines have a service alternate weeks. Present notice of appointment and ask for the 20 per cent reduction in passenger fare allowed to teachers. If for any reason this is not given pay full fare and the matter will be taken up with the transportation company at San Juan, where a rebate of 20 per cent can probably be secured.

Address

E. W. LORD,
Assistant Commissioner, San Juan, P. R.

[Read carefully the accompanying circular of information before filling out this blank.]

APPLICATION BLANK FOR APPOINTMENT AS TEACHER OF ENGLISH IN THE PUBLIC SCHOOLS OF PORTO RICO.

1. Name in full..... 2. Present address .....
3. Permanent address in United States.. 4. Date and place of birth.....
5. Name, address and occupation of father or mother or nearest male relative .....
6. Early education; in public or private schools, and where.....
7. High-school or other secondary education. Give dates with brief description of course pursued .....
8. Normal-school or college training. Dates and brief description of course pursued .....
9. High-school, college, or normal-school degrees or certificates. Give dates and character of same.....
10. Knowledge of Spanish or other modern foreign languages .....
11. Experience in teaching. Give dates, school positions held, and teachers' certificates received .....
12. Does a recent photograph *with name and date at which it was taken, properly recorded on the back*, accompany this application or is it sent under separate cover.....
13. Physical condition and general health of applicant.....
14. Preference of location; it being understood, however, that applicant is willing to go wherever sent, if appointed.....
15. On what notice could you sail from New York if needed at once .....
16. General remarks.....

[Stub.]

TEACHER'S CERTIFICATE.

No. .....
To .....
.....
.....

1. English language.. .....
2. Spanish language.. .....
3. Arithmetic..... .....
4. Geography..... .....
5. History of the U. S. .....
6. Theory of teaching. .....
7. Algebra..... .....
8. Geometry..... .....
9. Reading ....
10. Writing..... .....
11. Spelling ....
12. Hygiene ....
13. General history.... .....
14. Civics ....
15. Physiology..... .....
16. ....

Kind of certificate.....
Issued at San Juan...190..

DEPARTMENT OF EDUCATION, PORTO RICO.

TEACHER'S CERTIFICATE.

This certifies that ....., a person of good moral character, having passed an examination in the following branches with the annexed results, is a legally qualified teacher of Porto Rico, holding the grade of ..... teacher, subject to the provisions of the school laws, from ....., 190.., to ....., 190..

English language.....	....	Geometry...	....
Spanish language.....	....	Reading	....
Arithmetic..	....	Writing.....	....
Geography..	....	Spelling	....
History of the U. S.....	....	Hygiene	....
Theory of teaching..		General history	....
Algebra.....	....	Civics	....
		Physiology..	....
		....	....

SAN JUAN, PORTO RICO, ... *190..*

.....,
Commissioner of Education.

.....,
Secretary of the Department of Education.

.....,
Signature of Holder.

Number .....

TEACHER'S CONTRACT.

CONTRATO DE MAESTRO.

UNITED STATES OF AMERICA,
THE PEOPLE OF PORTO RICO,
Municipality of ..... } *ss.*

It is hereby contracted and agreed between the school board of .....,
Por el presente contrato queda convenido y acordado entre la junta escolar de
party of the first part, and ....., a legally qualified teacher of the
y maestro de instrucción primaria legalmente autorizado como tal maestro para la
island of Porto Rico, holding a ..... certificate (whose title and
isla de Puerto Rico, con certificado de (cuyo título ha sido debidamente apro-
character have been duly approved by the commissioner of education), party of the
bado por el comisionado de instrucción) entre ambas partes lo siguiente:
second part, as follows:

(a) Said party of the second part agrees to teach in the public school of .....
(a) Dicho maestro se compromete y conviene en enseñar en la escuela pública de
....., as ..... teacher, during the school year beginning
como maestro durante el año escolar que empieza en
....., teaching the subjects and observing the regulations prescribed
las materias correspondientes, y á observar y cumplir las reglas prescritas
in the laws and regulations governing schools in Porto Rico, during the legal school
por las leyes escolares de Puerto Rico, durante las horas legales de escuela todos los días laborables
hours of every legal school day of said period.
de dicho período.

(b) In consideration of said service said party of the first part agrees to provide
(b) En consideración á dichos servicios, los primeros, ó sea la junta escolar, se comprometen á pro-
said party of the second part with a residence for h....self and family suitable to
porcionar al segunda, ó sea maestro, casa vivienda para él mismo y su familia, según su categoría, ó
h.... position, or in lieu of this with ..... ($) currency of
en su defecto la cantidad de ($) moneda co-

the United States, for each month of actual teaching; to provide a suitable room for
riente de los Estados Unidos, por cada mes de servicio activo; proporcionarle casa conveniente para
h.... school, separate from h.... residence, in accordance with the provision of the
la escuela, separada de su vivienda, con arreglo á lo que previenen las disposiciones de la ley;
school law; to provide the necessary furniture and material for h.... school and to
proveerle con los necesarios muebles y material para su escuela y atender á los gastos que
pay the expenses of maintaining proper hygienic and sanitary conditions in the school
ocasione la conservación, limpieza é higiene de la escuela y su vecindad ó cercanías. Es convenido
and its vicinity. Said party of the first part further specially agrees to forward a
además que los primeros remitirán una copia de este contrato al comisionado de instrucción en San
copy of this contract to the commissioner of education at San Juan. It is under-
Juan. Queda convenido entre ambas partes contratantes que el maestro recibirá el sueldo que
stood between both the parties to this contract that the party of the second part will
señalan las leyes escolares de la isla, el cual le será satisfecho por el oficial pagador del departa-
be paid such salary by the disbursing office of the department of education as the
mento de instrucción.
school laws of Porto Rico provide.

Signed (in triplicate)
Firmado (en triplicado)

....., *Pres. of School Board.*
Presidente de la Junta Escolar.

....., *Secy. of School Board.*
Secretario de la Junta Escolar.

....., *Teacher.*
Maestro.

(Date) ....., 190...
(Fecha)

[On back.]

TEACHER'S CONTRACT

between

BOARD OF EDUCATION

of

.....

and

.....

For year (or term)
beginning

.....

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, Abril 1º de 1902.

A los maestros rurales de Puerto Rico.

MIS ESTIMADOS AMIGOS: El departamento de instrucción tiene el mayor empeño en proporcionar á Vds. la ocasión para prepararlos convenientemente en su labor, asegurando de este modo un trabajo ordenado y eficiente en las escuelas públicas. A este fin hemos arreglado que las ventajas y privilegios de la escuela normal de Río Piedras se adapten este año para mejorar sus conocimientos y condiciones, ofreciéndoles la oportunidad de estudiar, y que indudablemente les pondrá en aptitud de obtener el certificado de maestro graduado para el próximo año. Para alcanzar esto necesitarán Vds. hacer en sacrificio y confío que todos tratarán de hacerlo, economizando los fondos necesarios para venir á Río Piedras por ocho semanas empezando el 7 de Julio próximo, dedicándose con asiduidad al programa de estudios especialmente arreglado para dicho curso.

Si Vds. pueden atender al curso de referencia y pasar el examen en todas las materias requeridas, además de recibir el certificado de maestro graduado, recibirán otro en el cual constará que han sido preparados bajo la dirección de la escuela normal y esto, sin duda alguna, les dará cierta preferencia en la opinión de las juntas escolares competentes al hacer aquéllas la selección de maestros.

Hé aquí una oportunidad que les ofrece las ventajas de mejorar por todos conceptos. La carta adjunta del señor principal de la escuela normal les dará mayores detalles y la recomiendo á la cuidadosa consideración de Vds. Esta oportunidad tal vez no vuelva á presentarse pronto y espero que harán los mayores esfuerzos para utilizarla; y si así lo hacen yo les auguro el éxito más lisonjero.

Refiriéndome á los libros mencionados por el director de la normal en la carta adjunta, debo manifestarles que algunos de ellos serán enviados inmediatamente para que Vds. puedan prepararse con anticipación en el trabajo de la escuela normal. El folleto sobre el gobierno civil les será enviado tan pronto como se imprima; esto tardará unas cuantas semanas.

Es el deseo del departamento mejorar el trabajo que se hace en las escuelas rurales y por consiguiente aun cuando Vds. crean que su venida á la normal no les asegurará la adquisición del certificado de maestro graduado, sin embargo es muy conveniente el que Vds. vengan para reforzar y mejorar sus conocimientos. Los maestros rurales que manifiesten el deseo de hacer esto y lo pongan en práctica, serán preferidos en los futuros nombramientos.

No dudo, pues, que aceptarán Vds. esta invitación, que urgirán á sus amigos para que hagan lo mismo y que muy en breve enviarán sus solicitudes para que se les reserve sitio.

Muy atentamente,

SAMUEL MCCUNE LINDSAY,
Comisionado de Instrucción.

DEPARTMENT OF EDUCATION OF PORTO RICO,
INSULAR NORMAL SCHOOL.

W. G. Todd, Principal.]

RÍO PIEDRAS, *Abril 1°, 1902.*

MUY SR. MÍO Y AMIGO: El comisionado de instrucción ha decidido abrir la escuela normal de verano el día 7 de Julio próximo, y al tener el gusto de enterarle acerca del plan de trabajo que en ella se ha de realizar, me complazco en felicitarle, esperando que podamos recibirle este año en el magnífico edificio de la escuela normal de Río Piedras, donde tendremos las mayores facilidades para hacer que las próximas vacaciones sean á usted beneficiosas.

La escuela se abrirá en la mañana del lunes 7 de Julio, y todos los que deseen pertenecer á ella deberán llenar inmediatamente los espacios en blanco de la adjunta solicitud, que me será remitida sin dilación. Los que no estén dispuestos á venir el día fijado, no deben ofrecerlo, pues la escuela tendrá un número limitado de alumnos y sus nombres serán puestos en un registro, por orden alfabético, según se vayan presentando las solicitudes. Los primeros 300 nombres, así registrados, constituirán la lista de alumnos. Se formará una segunda lista, también por orden alfabético, de la cual se tomarán los nombres necesarios para cubrir los puestos de los que no puedan presentarse. Aquellos que no estén presentes en la mañana del lunes 7 de Julio á las 8.30, al abrirse la escuela, hallarán sus sitios ocupados por solicitantes de la segunda lista. Como tenemos que aprovechar el tiempo en la organización de la escuela, todos los que, habiendo llenado la solicitud y prometido asistir, vean que no podrán luego verificarlo, deberán notificármelo en seguida. Deseamos que sea útil el trabajo del próximo verano, y para no perder tiempo en comenzar las tareas, procuraremos que todo esté de antemano dispuesto, á fin de que los estudiantes puedan ir directamente al trabajo desde el primer día. Es deber de usted ayudarnos en nuestros propósitos y avisarme en el acto acerca de cualquier cambio forzoso que ocurriere en sus planes.

No serán admitidos en la escuela de verano sino maestros *rurales*, y de éstos, sólo 300. No hay local para mayor número. El resto de maestros rurales y graduados tendrán oportunidad de concurrir á la normal el próximo año, en que tendremos otros salones adicionales para clases. Este año, por consiguiente, todos los estudiantes serán de un mismo grado, tendrán las mismas materias de estudio y la escuela estará dividida en nueve clases con 33 ó 34 alumnos cada una. Limitando así el número en cada clase, preparando cuidadosamente y simplificando el curso de estudio, y enviando algunos libros de texto á los maestros para estudiarlos de antemano, podremos hacer en ocho semanas el trabajo de la escuela de verano, y tal vez hacer más que el año pasado. Esto ahorrará gastos á los maestros y al departamento. Así, tambien, la escuela podrá terminar en Agosto 29, dando lugar á los maestros para la apertura de sus escuelas en Septiembre.

Con ligeras excepciones, el curso de estudio será el mismo que el que tenemos en la escuela normal regular; los cursos naturalmente serán más cortos, y procuraremos compensar su brevedad con una previa y cuidadosa selección de los más importantes

puntos en cada asignatura, y con la supresión de todo lo que en cuanto á trabajo de clase no sea absolutamente esencial. Estos estudios serán: Aritmética, español, inglés, historia de los Estados Unidos, geografía, pedagogía, física, fisiología y gobierno civil, y al fin del término de verano, se exigirá un examen de dichas asignaturas, para recibir el certificado de maestro graduado de la escuela normal.

Para facilitar la adquisición de este certificado, el departamento enviará á los maestros libros de texto, tales como física, fisiología y gobierno civil, de suerte que los estudiantes puedan ir preparando dichas materias. Estos textos serán pequeños libros y cartas conteniendo breves cursos de estudio, y las lecciones sobre esas asignaturas en la escuela de verano serán escogidas de los referidos textos. Si cada alumno aprendiese el contenido de estos pequeños libros, podría hacer con más fruto su trabajo y redoblaría la utilidad que pudiera obtener en la escuela de verano. Estos libros serán distribuidos por los inspectores entre los maestros rurales de la isla, asistan ó no á la escuela de verano, pero para obtener el certificado de *graduado*, se requerirá que, al estudio de dichos textos, añadan los maestros la asistencia á la escuela y el examen de todas las materias correspondientes al curso. Estos libros los tendrá usted próximamente al recibo de esta carta, y se los entregará el inspector de su distrito. En caso contrario, diríjase á él solicitándolos.

Las clases de aritmética, español é inglés en la escuela de verano serán diarias; las de geografía, historia y física, tres veces por semana; y las de pedagogía, fisiología y gobierno civil, dos veces por semana. Así se tendrán 24 lecciones en física y 16 en fisiología y gobierno civil durante el término completo, y el conocimiento cabal de estas asignaturas en tan breve tiempo dependerá del cuidadoso estudio de cada alumno antes de comenzar la escuela, usando los libros que se le envían y de la esmerada preparación del trabajo de clase por los profesores de la escuela.

Estos profesores se han ejercitado ya en su trabajo, no habrá el menor descuido por su parte, y por tanto lo que resta es que los estudiantes de la escuela hagan que el curso de estudio les sea beneficioso, empleando sus personales esfuerzos. Estos profesores harán una selección tan cuidadosa para el trabajo de clase, con relación á los puntos más importantes en cada asignatura, que ninguna estará sobrecargada y á todas se dará el tiempo conveniente.

El pueblo de Río Piedras también responderá á las exigencias de la ocasión, abrirá sus casas á los estudiantes y proveerá locales á precios equitativos, de manera que no resulte excesivo á cada estudiante el total gasto por las ocho semanas. Se remitirá una relación de casas de huéspedes, con precios, á todo el que la desee.

Hay, por tanto, la seguridad de que cada asiento en la escuela será ocupado inmediatamente, y que habrá una larga lista de solicitantes preparados para reemplazar á aquellos que por enfermedad ú otras causas imprevistas se hubieren visto obligados á dejar los puestos que previamente habían prometido ocupar.

Confiando en que tendremos el gusto de verle entre nosotros, y así, propender á su personal beneficio y á los intereses de la educación en esta isla, quedo de Ud.,

Respetuosamente,

W. G. TODD,
Principal Insular Normal School.

....., Abril...., 1902.

W. G. TODD,
Principal de la Escuela Normal Insular,
Río Piedras, P. R.

SEÑOR: Estoy conforme en asistir á la escuela normal de verano que habrá este año, empezando en Julio 7, y estaré presente al abrirse dicha escuela á las 8.30 de la mañana en la referida fecha. En caso de enfermedad ú otras causas imprevistas que me impidieren el cumplimiento de este compromiso, avisaré á usted inmediatamente para que mi lugar pueda ser ocupado por otro, y en el caso de que no me hallare presente al abrirse la escuela, aunque no haya dado conocimiento de las causas que me impidan la asistencia, renuncio todo derecho de admisión á la escuela en favor de otros.

Escriba con claridad su nombre completo .....
Ponga aquí la dirección de su escuela actual .....
Ponga aquí la dirección fija de su casa .....
Nombre y dirección del pariente más cercano ó representante .....
.....

INSULAR NORMAL SCHOOL,
RIO PIEDRAS.

This certifies that.....has received the following averages for the term work and in the final examinations in the subjects specified below as pursued in the summer course of 1902:

	Term average.	Examination average.	Final average.[a]	
			Normal school subjects.	Subjects for teacher's certificates.
Arithmetic				
United States history				
Geography				
English				
Spanish				
Pedagogy				
Physiology				
Physics				
Physical culture				
Deportment				
Total average				

[a] The final average is obtained by giving two-thirds weight to the term average and one-third to the examination average.

....., *Principal of Insular Normal School.*

Date,.....190..

NOTE.—A pupil who obtains in the final averages a total average of not less than 70 in arithmetic, United States history, geography, English, Spanish, and pedagogy, and whose final average in any of these six subjects is not less than 50, will be given a graded teacher's certificate upon presentation of this certificate properly signed by the principal of the normal school within one month from the date it bears.

CERTIFICATE OF EXAMINATION IN THE INSULAR NORMAL SCHOOL.

RIO PIEDRAS, *June* —, *190*—.

This certifies that ..... can not be advanced beyond the grade occupied the past year in the Insular Normal School, as shown by the following failure to reach the required per cent under examination:

	Monthly average.	Final examinations.	Final average.
Arithmetic			
History			
Geography			
English			
Spanish grammar and literature			
Spanish reading and rhetoric			
Pedagogy			
Physiology and biology			
Physics and chemistry			
Civil government			
Algebra			
Geometry			
Music			
Drawing			
Calisthenics			
Deportment			
Total average			

(The average per cent required in order to receive a certificate is 70. This average is obtained by giving two-thirds weight to monthly examinations and one-third to final examination. In certain studies it is considered unnecessary to have a final examination; and in these the average of the monthly examinations is entered in the column of "Final average" at its single value. Any student who is above the required per cent in all studies but one, and who is good in deportment, may make up his work on that one study during the summer and take an examination on it the following September, receiving his promotion if he successfully passes.)

....., *Principal of Insular Normal School.*

AN ORDINANCE Relating to the construction of a school building and cession of land for a site.

Whereas the department of education has offered to construct in this municipality of ..... a .... room brick school building, at a cost not to exceed $ .....; and

Whereas the conditions of such offer are that the municipality provide a proper site and reimburse the department one-half of the cost of the building; and

Whereas, the municipality of ..... desires to avail itself of such offer: Now, therefore,

Be it resolved by the municipal council of .....,

SECTION 1. That the municipal council of ..... agrees to cede to the people of Porto Rico, and transfer to the same free of cost, a plat of land, to be approved by the department of education, as a site for the location of a .... room brick school building.

SEC. 2. That the municipal council of ..... undertakes to repay to the department of education an amount not to exceed $....., being approximately

one-half of the cost of construction of said school building, such repayment to be made in equal consecutive monthly installments, beginning .....

SEC. 3. That the municipal council of ..... undertakes to appropriate, in its annual budget for the fiscal year ....., the aforesaid sum of $....., to be applied to the repayment of the monthly installments specified in section 2 hereof, and hereby authorizes the treasurer of Porto Rico to retain from taxes and moneys collected or that may be collected by him for the benefit and account of this municipality during such fiscal year, a sufficient sum to extinguish in said fiscal year the indebtedness of the municipality of ..... on account of said school building.

SEC. 4. That the department of education shall make the necessary plans, let the contract for building, and supervise the construction of said school building, and, when same is completed, shall place it at the disposal of the local school board for use for school purposes only. The title of said building shall vest in the people of Porto Rico, and shall so be registered.

The above is a true and faithful copy of an ordinance made and passed by the municipal council of ..... this .... day of ....., A. D. 190..

[SEAL.] ....., ...,
Municipal Secretary.

Attest: ....., ...,
Alcalde.

[Form G.]

CONTRACTOR'S BOND (PUBLIC WORKS).

(When principal is an individual or a partnership and sureties are individuals.)

Know all men by these presents, that we, ... of ..... as principal, and ..... of ..... in the county of ....., and State of ..... and ..... of ....., in the county of ....., and State of ....., as sureties, are held and bound unto the people of Porto Rico in the penal sum of ..... dollars, to the payment of which sum to be well and truly made, we bind ourselves, our heirs, executors, and administrators, jointly and severally, firmly by these presents.

Given under our hands and seals this .... day of .....

The condition of this obligation is such, that whereas the above-bounden ..... ha...., on the .... day of ....., 19.., entered into a contract with the department of education of Porto Rico, represented by ..... for .....

Now, therefore, if the above-bounden ..... heirs, executors, or administrators, shall and will, in all respects, duly and fully observe and perform all and singular the convenants, conditions and agreements in and by the said contract agreed and covenanted by said ..... to be observed and performed according to the true intent and meaning of the said contract, and as well during any period of extension of said contract that may be granted on the part of the department of education of Porto Rico as during the original term of the same, and shall promptly make full payments to all persons supplying ..... labor or materials in the prosecution of the work provided for in said contract, then the above obligation shall be void and of no effect; otherwise to remain in full force and virtue.

In presence of—

..... as to .....
..... as to .....
..... as to .....
..... as to .....

ISLAND OF PORTO RICO, *County of*....., *ss:*

I, ..., one of the sureties named in the within bond, do swear that I am pecuniarily worth the sum of ..... dollars, over and above all my debts and liabilities.

.....

Subscribed and sworn to before me this .... day of ....., 19.., at .....

.....,

.....

ISLAND OF PORTO RICO, *County of*....., *ss:*

I, one of the sureties named in the within bond, do swear that I am pecuniarily worth the sum of ..... dollars over and above all my debts and liabilities

.....

Subscribed and sworn to before me this .... day of ....., 19.., at .....

.....,

.....

I, ..., do hereby certify that ..... and ....., the suret.... above-named .... personally known to me, and that, to the best of my knowledge and belief, ... is pecuniarily worth, over and above all his debts and liabilities, the sum stated in the foregoing affidavit subscribed by him.

.....

Commissioner of education for Porto Rico.

[In re proposals.]

U. S. DISTRICT COURT FOR THE DISTRICT OF PORTO RICO.

Surety for .....
In the sum of .....

....., being about to become surety for ..... to the Hon. M. G. Brumbaugh, commissioner of education of Porto Rico, in the matter of proposal for the erection of a graded-school building at Mayaguez, Porto Rico, being duly sworn according to law, deposes and says:

First. I reside at .....; occupation, ...

Second. I am the owner of real estate in Porto Rico as follows: .....

.....

Third. The value of said real estate is $....., and the annual rent thereof is $..... During the last year it paid taxes, viz, $.....

Fourth. There are .... incumbrances against the said real estate as follows:

.....

.....

and there are no other judgments, mortgages, or incumbrances of any kind except the above-named against the said property.

Fifth. The title of the said real estate is in my own name and the same is not subject to any trust.

Sixth. I obtained the said real estate in the year of ...., by public document executed before ..... and recorded in the office of the registrar of property at .....

Sworn and subscribed before me this .... day of ....., 1901.

.....

The above-named ..... is justified as surety on the above proposal.

.....,

..... *of the U. S. District Court.*

O